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Number 5

BULLETIN

**State Teachers
College**
MEMPHIS



REGISTER 1933-34
ANNOUNCEMENT 1934-35

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STATE BOARD OF EDUCATION**

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State Teachers College

MEMPHIS

A State School
for the Training of Teachers



The Twenty-third Session Will Open
MONDAY, SEPTEMBER 24, 1934

CALENDAR, 1934-1935

September 4, 1934—Training School Opens.

September 24-25, 1934—Conferences with Freshmen, 9:00 A. M. and 1:00 P. M.

September 26—Registration of Freshmen.

September 27—Registration of Other Students.

September 28—Classes Meet as Scheduled.

November 29—December 1—Thanksgiving Holidays.

December 19—Fall Quarter Ends.

December 20-30—Christmas Holidays.

December 31, 1934—Winter Quarter Begins—Registration.

January 1, 1935—Classes Meet as Scheduled.

March 20—Winter Quarter Ends.

March 21—Spring Quarter Begins—Registration.

March 22—Classes Meet as Scheduled.

April 19-20—Recess, State Teachers Association.

May 1—Registration, Second Term, Spring Quarter.

June 2—Training School Closes.

June 8—Spring Quarter Ends.

June 10—Summer Term Begins—Registration.

June 11—Classes Meet as Scheduled.

August 24—Summer Quarter Ends.

NOTE—Registration must be completed on or before 6:00 P. M. of the day or days scheduled for any Quarter or Term. For later registration an additional fee of \$1.00 will be charged.

STATE BOARD OF EDUCATION

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CITY AND COUNTY HIGH SCHOOLS

SUPERINTENDENTS AND PRINCIPALS WEST TENNESSEE

<i>Name of School</i>	<i>Postoffice</i>	<i>Supt. or Principal</i>
Adamsville	Adamsville	A. M. Taylor
Alamo	Alamo	P. B. Conley
Beech Bluff	Beech Bluff	W. T. McPeake
Bells	Bells	A. S. Thomas
Bemis	Bemis	F. H. Neville
Bethel Springs	Bethel Springs	C. L. Hendrix
Big Sandy	Big Sandy	S. C. Finch
Blackwell, Nicholas	Barflett	John George
Bolton	Brunswick	Louise B. Barrett
Bradford	Bradford	B. L. Drinkard
Brazil	Trenton	Marvin Thompson
Brighton	Brighton	J. H. Bennett
Browns	Jackson, R. 6	C. J. Malone
Buchanan	Buchanan	W. E. Morgan
Byars Hall	Covington	J. R. Miles
Central	Bolivar	M. W. Robinson
Central	Bruceton	Supt. E. E. Wright
Central	Camden	E. J. Clement
Central	Memphis	C. P. Jester
Central	Savannah	J. M. Swanson
Chester County	Henderson	W. E. Montgomery
Chestnut Glade	Fulton, Ky., R. 2	A. J. Lowe
Clarksburg	Yuma	W. L. Denton
Cloverdale	Elbridge	J. W. Roberts
Collierville	Collierville	C. H. Harrell
Cottage Grove	Cottage Grove	J. C. Cook
Covington	Covington	Supt. J. R. Miles
Crockett Mills	Crockett Mills	Horace Colvett
Decaturville	Decaturville	W. C. White
Dixie	Union City, R. 2	C. D. Parr
Dresden	Dresden	Claude Brock
Dyersburg	Dyersburg	C. M. Walker
Dyer	Dyer	M. D. Barron
Fairview	Humboldt, R. 6	C. A. Fesmire
Fayette County	Somerville	H. G. McCorkle
Friendship	Friendship	A. S. Andrews
Gadsden	Gadsden	A. D. Duck
Gibson	Gibson	Geo. E. Eckstein
Gleason	Gleason	R. E. Goodgion
Grand Junction	Grand Junction	J. S. Smith

CITY AND COUNTY HIGH SCHOOLS—Continued

<i>Name of School</i>	<i>Postoffice</i>	<i>Supt. or Principal</i>
Greenfield	Greenfield	H. C. Dillington
Grove High	Paris	W. J. Smith
Halls	Halls	C. R. Mullins
Haywood County	Brownsville	W. G. Robinson
Henry	Henry	W. W. Chunn
Hornbeak	Hornbeak	H. E. Smith
Humboldt	Humboldt	R. E. Bright
Humes	Memphis	S. L. Ragsdale
Huntersville	Jackson, R. 2	B. E. Bailey
Huntingdon	Huntingdon	D. W. Moody
Jackson High School	Jackson	D. E. Ray
Jackson	Jackson	Supt. C. B. Ijams
Kenton	Kenton	A. E. Caldwell, Jr.
Lexington	Lexington	A. E. Gray
McKenzie	McKenzie	Robert Marshall
McLemoresville	McLemoresville	C. N. Coleman
Malesus	Malesus	R. W. Fitzgerald
Martin	Martin	S. H. Taylor
Mason Hall	Kenton, R. 4	R. M. Grills
Maury City	Maury City	R. E. Black
Medina	Medina	J. T. Dowtin
Memphis	Memphis	Supt. R. L. Jones
Messick	Memphis	T. H. Grinter
Michie	Michie	J. H. Beck
Middleton	Middleton	Quinnie Armour
Milan	Milan	Supt. J. C. Taylor
Milan	Milan	H. C. Headden
Millington	Millington	H. I. Roland
Moscow	Moscow	H. C. Simms
Munford	Munford	C. T. Willis
Nankipoo	Halls, R. 2	Mrs. E. M. Browning
Newbern	Newbern	Victor Stripling
Obion	Obion	C. D. Hilliard
Palmersville	Palmersville	Wayne Fischer
Paris	Paris	Supt. W. O. Inman
Parsons	Parsons	C. A. Palmer
Peabody	Trenton	Paul Rochelle
Pope	Jackson, R. 7	J. A. Norvell
Puryear	Puryear	John Richardson, Jr.
Ramer	Ramer	L. G. Vaughan
Ridgely	Ridgely	R. L. Conley
Ripley	Ripley	T. O. Griffis
Rives	Rives	W. H. Cravens
Rutherford	Rutherford	R. H. Barker
Saltillo	Saltillo	P. H. Murphy
Scott's Hill	Scott's Hill	Gordon Turner

CITY AND COUNTY HIGH SCHOOLS—Continued

<i>Name of School</i>	<i>Postoffice</i>	<i>Supt. or Principal</i>
Selmer	Selmer	O. D. Teague
Sharon	Sharon	H. W. Moss
Shiloh	Pittsburgh Landing	John H. Hinkle
South Fulton	Fulton, Ky.	H. J. Priestly
South Side	Memphis	H. J. Gnuse
Spring Creek	Spring Creek	Wilton Roberts
Spring Hill	Trenton	Finis C. Sims
Springville	Henry	Chas. Pullen
Technical High	Memphis	J. L. Highsaw
Tiptonville	Tiptonville	Harry Carter
Trezevant	Trezevant	H. B. Smith
Trimble	Trimble	M. E. Whitson
Troy	Troy	W. B. Forrester
Union City High School	Union City	T. D. Osment
Union City	Union City	Supt. J. T. Webb
Whitehaven	Whitehaven	F. S. Elliot
Whiteville	Whiteville	M. L. Jones
Woodland	Woodland Mills	F. S. Stokes
Williams, Mabel C.	Germantown	Ralph B. Hunt
Yorkville	Yorkville	C. H. Cole

OFFICERS OF ADMINISTRATION AND ASSISTANTS

J. W. BRISTER	President
J. M. SMITH	Dean-Registrar
NELLIE A. SMITH	Dean of Women
O. H. JONES	Bursar
REBEKAH DEAN	Librarian
UNDINE LEVY	Assistant Librarian
ELLA M. LESLIE	Secretary to President
MAY HUTCHINSON	Secretary to Dean
LIZZIE NORMENT	Housekeeper
MRS. T. K. HARPER	Matron, Girls' Dormitory
B. L. PRESSON	Host, Men's Dormitory
E. H. LANIER	Engineer
LILLIAN P. JONES	Superintendent of Laundry

FACULTY COMMITTEES

1. APPOINTMENTS—Mr. Holt, Mr. Smith, Miss Smith.
2. ATHLETICS—Mr. Johnson, Mr. Curlin, Mr. Smith, Mrs. Blackman, Mr. Scates and Mr. Jones.
3. BUILDINGS AND GROUNDS—Mr. Fitch, Mr. Pleasants, Mr. Jones.
4. COMMENCEMENT—Miss McCormack, Miss Chappell, Miss Mays, Mrs. Blackman, Mr. Deen.
5. CURRICULUM—Mr. Highfill, Mr. Steere, Mr. Hayden, Miss Robertson, Miss Henderson, Mr. Smith.
6. ENTRANCE AND CREDITS—Mr. Smith, Miss Smith, Mr. Scates.
7. LIBRARY—Mr. Highfill, Mr. Steere, Miss Heiskell, Mr. Moore, Miss Dean.
8. PUBLICATIONS—Mr. Beatty, Miss McCormack, Mr. Jones.
9. PUBLIC EXERCISES—Mr. Smith, Miss McCormack, Mrs. Rodgers, Mr. Deen.
10. SCHOLARSHIPS AND LOANS—Mr. Hayden, Mr. Scates, Mr. Smith, Miss Smith.
11. SOCIAL LIFE—Miss Smith, Miss Mays, Mrs. Rodgers, Miss Henderson, Mr. Holt.
12. STUDENT ACTIVITIES—Mr. Johnson, Mr. Curlin, Mr. Smith, Mr. Scates, Mr. Jones.
13. STUDENT ORGANIZATIONS—Mr. Smith, Mr. Steere, Miss Rodgers, Miss Mays, Mr. Locke.

COLLEGE FACULTY

1933-34

- JOHN W. BRISTER *President*
 A.B. and A.M., Peabody College, University of Nashville; graduate student, University of Chicago; professor of mathematics, Peabody College; State Superintendent of Public Instruction, Tennessee; State High School Inspector; present position, 1913-18 and 1924-.
- KLIEM ALEXANDER *Biology*
 B.S. (1922), Middle Tennessee State Teachers College; M.A. (1928), George Peabody College for Teachers; instructor in high school, science and mathematics, two years; instructor, chemistry and biology, Troy Normal School, 1928-29; present position, 1929-.
- L. C. AUSTIN *Music*
 B.S. (1924), M.A. (1925), George Peabody College for Teachers; instructor in music, Valparaiso University, seven years; present position, 1914-25, 1926-.
- RICHMOND C. BEATTY *English*
 A.B. (1926), Birmingham-Southern College; M.A. (1928), Ph.D. (1930), Vanderbilt University; instructor, Simpson High School, Birmingham, 1926-7; teaching fellow in English, Vanderbilt, 1927-30; present position, 1930-.
- ETHEL G. BLACKMAN *Physical Education*
 B.S. (1929), M.A. (1931), George Peabody College for Teachers; instructor in physical education, high schools, five years; present position, 1929-.
- ALICE M. CHAPPELL *Home Economics*
 B.S. (1921), University of Wisconsin; M.A. (1927), Teachers College, Columbia University; graduate student, University of Chicago, Summer 1930; teacher, public schools, eleven years; present position, 1927-.
- ZACH CURLIN *Physical Education*
 B.A. (1914), Vanderbilt University, LL.B. (1919), University of Memphis; director of physical education, high schools, eight years; director of physical education, Hendrix College, 1923-4; present position, 1924-.
- REBEKAH E. DEAN *Librarian*
 A.B. (1925), University of Tennessee; certificate in library science, New York State Library Schools, 1926; graduate work in library science, Columbia University; Librarian, Darlington, S. C., Public Library; present position, 1929-.
- WILLIAM G. DEEN *Education*
 B.S. (1916), M.A. (1918), George Peabody College for Teachers; teacher and principal rural schools, ten years; instructor in history, Memphis High School, two years; principal A. B. Hill School, Memphis, 1910-18; present position, 1920-.
- JERRY C. FITCH *Agriculture*
 B.S.A. (1922), M.S.A. (1926), University of Tennessee; principal of Palmersville High School, three years; present position, 1926-.

COLLEGE FACULTY—Continued

HENRY M. FRIZELL *Commerce*

A.B. (1910), Millsaps College; diploma in business administration and higher accountancy, Eastman College; graduate student, University of Chicago, summers 1915, 1921, and 1929; teacher in high schools, seven years; present position, 1929-.

GROVER H. HAYDEN *Chemistry and Physics*

A.B. (1908), Peabody College, University of Nashville; graduate student, University of Chicago, summers 1912, 1913; A.M. (1928), Columbia University; assistant in chemistry, University of Nashville, University of Tennessee Medical College, 1908-11; instructor in chemistry, Jackson, Tennessee, High School, 1913-17; present position, 1918-.

MARY HEISKELL *Modern Languages*

A. B. (1917), University of Wisconsin; M.A. (1931), University of Chicago; Y. W. C. A. Secretary, Argentina, S. A., 1920-25; instructor, Spanish, North Central College, Naperville, Illinois, 1931-32; present position, 1932-.

BESS L. HENDERSON *Home Economics*

B.S. (1921), George Peabody College for Teachers; M.A. (1927), Teachers College, Columbia University; teacher in high schools, six years; instructor in home economics, Louisiana State Normal College, 1923-6; present position, 1927-.

ROBERT D. HIGHFILL *English*

A.B. (1911), University of Arkansas; A.M. (1925), Northwestern University; Ph.D. (1927), University of Chicago; lecturer in English, Northwestern, 1922-7; head department English, Ouachita College, 1927-31; present position, 1931-.

HARVEY S. HINCKS *English*

Ph.B. (1918), M.A. (1919), Brown University; instructor in English, University of Kentucky, 1921-24; assistant professor of English, Grove City College, 1924-27; instructor in English, Pennington School for Boys, 1927-29; present position, 1929-.

LUCY B. HAUSER *English*

B.S. (1930), State Teachers College, Memphis; M.A. (1931), Peabody College; present position, 1933-.

OWEN R. HUGHES *Dean, Education*

B.A. (1912), University of Tennessee; M.A. (1920), Peabody College; graduate student, Peabody College, four quarters, 1920-21; principal high schools, Dyersburg and Mt. Pleasant, eight years; present position, 1921-.

A. D. HOLT *Professor Education and High School Visitor*

A.B. (1927), Emory University; A.M. (1929), Columbia University; principal, Training School, Teachers College, Memphis, 1929-30; present position, 1930-.

R. W. JOHNSON *Geography*

B.S. (1924), A.M. (1925), George Peabody College for Teachers; graduate student, University of Chicago, one year; teacher in elementary and high schools, five years; present position, 1925-.

COLLEGE FACULTY—Continued

- C. M. LAGRONE *History and Geography*
 B.A. (1926), M.A. (1928), University of Mississippi; graduate student, Peabody College, 1929-30; present position, 1930-.
- CHARLES E. LANE, Jr. *Physics and Chemistry*
 B.S. (1926), Ph.D. (1933), University of Chicago; present position, 1929-.
- J. F. LOCKE *Mathematics*
 B.S. (1927), State Teachers College, Memphis; M.A. (1929), Vanderbilt University; Ph.D. (1933), University of Illinois; present position, 1932-.
- MARIE McCORMACK *Art and Penmanship*
 Teacher elementary schools, one and one-half years; present position, 1915-.
- ALMA MAYS *English*
 B.A. (1910), Trinity University; M.A. (1925), George Peabody College for Teachers; graduate student, University of Chicago, summers 1931 and 1933; teacher elementary and high schools, twelve years; present position, 1925-.
- KATHERINE MILLER *English*
 B.S. (1906), M.A. (1906), Vanderbilt University; teacher, Shelby County High School.
- CLARENCE E. MOORE *Biology*
 A.B. (1922), University of Montana; Ph.D. (1928), Columbia University; principal elementary and high schools, fifteen years; assistant in botany in universities, three years; present position, 1928-.
- JOHN N. OLDHAM *English*
 B.S. (1930), State Teachers College, Memphis; M.A. (1931), Vanderbilt; graduate student instructor, University of Illinois, 1931-32; present position, 1932-.
- W. H. PLEASANTS *Industrial Arts*
 B.A. (1916), Maryville College; graduate student, University of Wisconsin, two quarters; instructor, Maryville College, five years; instructor, high schools, four years; present position, 1925-.
- CAROL ROBERTSON *History*
 B.S. (1926), George Peabody College for Teachers; M.A. (1929), Columbia University; teacher of history, high schools, ten years; supervisor of history and geography in Virginia State Teachers College, Training School, 1926-28; present position, 1929-.
- DAN M. ROBISON *History*
 A.B. (1920), A.M. (1930), Ph.D. (1932), Vanderbilt University; instructor, high school, four years; teaching fellowship, Vanderbilt, 1930-32; present position, 1932-.
- ELLEN DAVIES RODGERS *Elementary Education*
 B.S. (1924), George Peabody College for Teachers; M.A. (1927), Teachers College, Columbia University; supervising teacher, Training School, West Tennessee State Teachers College, three years; principal, Shelby County high school, one year; present position, 1929-.

COLLEGE FACULTY—Continued

- S. E. SCATES** *History*
 A.B. (1909), B.S. in Education (1910), University of Missouri; A.M. (1926), George Peabody College for Teachers; teacher of history, high schools, two years; principal, high school, one year; principal, grammar school, seven years; present position, 1918-.
- EUCEBIA SHULER** *Mathematics*
 A.B. (1917), Winthrop College; M.A. (1924), Ph.D. (1933), George Peabody College for Teachers; professor of mathematics, Flora McDonald College, 1924-30; present position, 1934-.
- J. M. SMITH** *Dean*
 B.S. (1929), State Teachers College, Memphis; A.M. (1930), George Peabody College for Teachers; principal of Training School and director of supervised teaching, 1930-33; present position, 1933-.
- NELLIE ANGEL SMITH** *Dean of Women, Latin*
 B.S. (1920), M.A. (1920), Ph.D. (1924), George Peabody College for Teachers; teacher, high schools, twelve years; professor of Latin, State Normal School, Florence, Alabama, 1920-27; present position, 1927-.
- L. E. SNYDER** *Chemistry, Geography*
 B.S. (1931), M.A. (1932), George Peabody College for Teachers; instructor in high schools, ten years; present position, 1933-.
- H. J. STEERE** *Education*
 Ph.B. (1907), University of Rochester; M.A. (1923), Teachers College, Columbia University; Ph.D. (1927), Cornell University; teacher, high schools, eight years; city superintendent, seven years; present position, 1927-.
- MARY P. THOMAS** *Modern Languages*
 A.M. (1889), Baylor College; instructor in modern languages, Brownsville Female College, 1890-96; professor of modern languages, Baylor College, Texas, 1896-1912; student in Europe, 1900 and 1910; present position, 1912-.

SPECIAL INSTRUCTORS FOR SUMMER QUARTER, 1934

- ANNA D. CORDTS *Elementary Education*
 B.A. (1922), Iowa State Teachers College; Ph.D., Elem. Education
 (1925), University of Iowa.
- ETHEL MABIE *Elementary Education*
 Ph.B., University of Wisconsin; director of curriculum public schools,
 Madison, Wisconsin.
- R. NORRIS MILLER *History*
 Litt.D.; professor of economics and sociology, College of Emporia,
 Kansas.
- ANNIE LAURIE PEELER *Education*
 B.S. (1929), Peabody College; M.A. (1930), Peabody College; super-
 visor, elementary schools, three years; supervising teacher, sixth
 grade, Training School.
- FLORA H. RAWLS *Latin and English*
 B.A. (1925), M.A. (1930), Vanderbilt University; high school teacher,
 English and Latin, eight years; supervising teacher, Latin and Eng-
 lish, Training School.
- R. M. ROBISON, JR. *History*
 A.B. (1924), Southwestern; M.A. (1931), Peabody College; assistant
 principal, Training School.
- J. RILEY STAATS *Geography*
 B.E., Illinois State Normal University; M.A., Ph.D., University of
 Wisconsin.
- LOTTIE SUITER *Education*
 B.S., M.A., Peabody College.

TRAINING SCHOOL FACULTY

1933-34

- R. M. ROBISON, Jr. *Principal*
A.B. (1924), Southwestern; graduate student, University of Tennessee, summer 1927; M.A. (1931), Peabody College; supervising teacher, 1925-33; present position, 1933-.
- JOHNNYE BANDY *Supervising Teacher, Fourth Grade*
B.S. (1926), State Teachers College, Memphis; M.A. (1931), Peabody College; present position, 1926-.
- JEAN BLAIR *Supervising Teacher, Home Economics*
B.S. (1925), University of Tennessee; M.A. (1931), Peabody College; present position, 1932-.
- VELMA BROOKS *Supervising Teacher, Fifth Grade*
B.S. (1928), M.A. (1932), Peabody College; present position, 1932-.
- NELLIE CALDWELL *Supervising Teacher, English*
B.S. (1926), M.A. (1929), Peabody College; supervising teacher, Alabama College, Montevallo, 1926-30; present position, 1930-.
- MATTIE LOU CONNELL *Supervising Teacher, Third and Fourth Grades*
B.S. (1927), M.A. (1930), Peabody College; elementary teacher six years; present position, 1930-.
- OPAL COLEMAN *Supervising Teacher, First and Second Grades*
B.S. (1925), Texas State College for Women; M.A. (1932), Peabody College; present position, 1931-.
- MARY DUNN *Supervising Teacher, Second Grade*
B.S. (1928), M.A. (1932), Peabody College; present position, 1924-.
- EMMA LEA *Supervising Teacher, Social Science*
B.S. (1932), State Teachers College, Memphis; M.A. (1934), Peabody College; present position, 1934-.
- LILLIAN McCLANAHAN *Supervising Teacher, Third Grade*
B.S. (1927), M.A. (1928), Peabody College; critic teacher, third grade, State Teachers College, Radford, Virginia, 1929-31; present position, 1931-.
- IRENE MOORE *Supervising Teacher, English and Geography*
B.S. (1929), State Teachers College, Memphis; instructor in English in high schools, 1919-27; present position, 1929-.
- EUGENE PACKARD *Supervising Teacher, Music and Ind. Art*
B.S. (1931), State Teachers College, Memphis; present position, 1931-.
- ANNIE LAURIE PEELER *Supervising Teacher, Sixth Grade*
B.S. (1929), Peabody College; M.A. (1930), Peabody College; supervisor of elementary schools, three years; present position, 1930-.

TRAINING SCHOOL FACULTY—Continued

- FLORA H. RAWLS.....*Supervising Teacher, Latin and English*
B.A. (1925), M.A. (1930), Vanderbilt University; high school teacher,
English and Latin, eight years; present position, 1930-.
- LOTTIE SUITER.....*Supervising Teacher, First Grade*
B.S. (1928), M.A. (1933), Peabody College; critic teacher, State Teach-
ers Colleges, Cullowhee, North Carolina, and Murray, Kentucky;
present position, 1933-.
- DOROTHY WILSON.....*Supervising Teacher, Mathematics*
B.S. (1927), M.A. (1932), Peabody College; instructor in mathematics
and English in high schools, four years; present position, 1929-.

HISTORICAL STATEMENT

The State Normal Schools of Tennessee were established by an Act of the General Assembly of 1909. That Act is popularly known as the General Education Bill, and included appropriations for all public school agencies of the State. It provided that thirteen per cent of the State School Fund—which was thirty-three and one-third per cent of the gross revenues of the State—should be used for the establishment and maintenance of Normal Schools.

The law vested the location and control of the Normal Schools in the State Board of Education. Acting under this authority, the State Board of Education received propositions from various cities and counties in the State for the location of the Normal Schools, and finally decided upon the location of three schools for the training of white teachers, as follows: West Tennessee State Normal School at Memphis, Shelby County; Middle Tennessee State Normal School at Murfreesboro, Rutherford County; and East Tennessee State Normal School at Johnson City, Washington County; those cities and counties having made most generous appropriations in consideration of the location of the schools. Memphis and Shelby County issued bonds for the West Tennessee State Normal School to the amount of \$350,000, and donated a site of approximately fifty acres, to which was added thirty acres, the whole forming a most beautiful campus now within the corporate limits of Memphis.

The School appropriations and the accumulation from the State fund for three years were invested in a magnificent main building and dormitory, and the institution was formally opened on September 15, 1912. The West Tennessee School, like the other State institutions, which were opened the year previous, had a most gratifying attendance from the very start, and the succeeding years have been even more successful.

In 1921 the General Assembly voted \$150,000 in bonds for building purposes for each of the three Normal Schools. The proceeds of the issue for the West Tennessee State Normal School were used by the State Board of Education in erecting a splendid men's dormitory, a commodious dining hall and a power plant. Later Shelby County made an appropriation of \$50,000 to the School, which, with \$30,000 of local funds, was expended in the erection of a Training School on the Campus.

The General Education Law passed in 1925 authorized the maintenance of Teachers Colleges in the three grand divisions of the State, and in accordance therewith the State Board of Education converted the Normal Schools into Teachers Colleges, requiring high school graduation for entrance and offering a four years' course of college work, leading to the degree of Bachelor of Science.

In 1927 the Legislature appropriated \$200,000 for building purposes at the West Tennessee State Teachers College. This appropriation, together with \$50,000 of local funds, has been used in the erection of a library building, a gymnasium, and an addition to the girls' dormitory.

In 1929 an additional State appropriation of \$225,000 was made for building purposes, which has been expended in erecting a Science Hall, in which will be located the departments of Chemistry and Physics, Biology, and Home Economics, leaving room in the main building for the enlargement of other departments.

PURPOSE OF THE SCHOOL

The General Education Law of 1909, which created the State Normal Schools, clearly defined the purpose of their establishment. This was declared to be "the education and professional training of teachers for the public schools of the State." Accordingly, the State Teachers College, Memphis, attempts to give those who attend it the education, discipline, training and skill that will prepare them for teaching in the public schools of Tennessee.

It is with this purpose in view that the selection of its teachers has been made and courses of study arranged, that laboratories and libraries have been equipped, and that the Training School has been established.

In the preparation for teaching, three general principles are recognized as essentials: (1) thorough scholarship; (2) the study of education as a science; (3) observation and teaching under expert supervision. These principles are fundamental and guide in all that relates to the work of the College.

As the purpose of the College is to prepare teachers to meet fully the demands made for more efficient and practical instruction in the public schools, the institution has equipped extensive laboratories for the study of chemistry, physics, biology and kindred subjects. It has also provided elaborate equipment for the teaching of home economics, and all that pertains to efficient home-making. In manual training a thorough course in well-planned work-shops has been provided.

THE COLLEGE PLANT

The State Teachers College, Memphis, is located on a campus of eighty-five acres near the eastern limits of the City of Memphis, on the Southern Railway, in a subdivision known as Normal. The Southern Railway has a depot called Normal, with passenger, freight and express service, adjoining the College grounds. Ten buildings have been erected on the campus.

ADMINISTRATION BUILDING

The main academic building is an imposing structure, three hundred and thirty-eight feet long and about two hundred feet wide. It contains, in addition to the spacious auditorium, forty large, airy, well-lighted rooms for class instruction.

MANNING HALL

The new science building has been named Manning Hall in honor of Priestly Hartwell Manning, who was the first teacher of science in the State Teachers College, being a member of the first faculty, which began work in the State Normal School in 1912.

The building is a commodious structure of three stories and a large basement. It is two hundred feet long, sixty-five feet wide, and contains laboratories, lecture rooms, storerooms and offices.

The department of chemistry occupies the entire first floor. On this floor is a large lecture room, which will be used by all departments in the build-

ing. The physics and biology departments are located on the second floor, and the home economics on the third. In connection with the home economics department is a modern apartment, containing living room, dining room, bedroom, kitchen, closets and storerooms.

The building has been furnished with modern desks and the latest equipment and is adequately supplied with apparatus for carrying on the necessary science work of a standard senior college.

MYNDERS HALL

Mynders Hall, the ladies' dormitory, is a magnificent fireproof building, containing one hundred and five rooms. Wide verandas, hallways, parlors and reception rooms give the surroundings a home-like appearance. In each room are a lavatory with running water, electric lights, steam heat, two spacious closets, shades, table, dresser, chairs, two single beds, mattresses and springs. The building is equipped with thirty-six elegant baths with tile floors and marble wainscoting. The building contains, in addition to the living rooms, special quarters for the matron and housekeeper. A number of rooms on the third floor are reserved for use as an infirmary.

TRAINING SCHOOL BUILDING

The new Training School Building is largely a gift from Shelby County to the State Teachers College.

It is a large one-story building, consisting of offices, assembly hall, numerous classrooms, laboratories, and open courts, for the children of the elementary grades. The building is attractive in all of its appointments, and happily combines beauty and utility. This school will prove the working laboratory of the Department of Education and will furnish opportunity for the study and solution of the many problems confronting the teachers of the State.

THE MEN'S DORMITORY

This building, fireproof in its construction, contains fifty double bedrooms, provided with commodious closets, and accommodates one hundred men. The rooms are adequately provided with furniture and fixtures. The building is also provided with a large reception hall or lobby. There are ample bathrooms and trunkrooms. The building is heated with steam, lighted by electricity, and supplied with hot and cold water.

DINING HALL

This admirable structure is capable of seating eight hundred guests. The large and well-lighted kitchen is provided with all modern conveniences, including up-to-date ranges, ovens and cold storage. It is generally conceded to be the largest and most artistic structure of its kind in the State.

THE POWER PLANT

The power plant contains a great battery of boilers for heating, and all the buildings on the grounds are heated from this plant.

LIBRARY BUILDING

A magnificent library was erected during the year 1927-28. It is a very handsome building conforming to the style of architecture of the main building. It is one hundred and forty feet long and sixty feet wide. It has a commodious reading room, abundant shelves for all the books in the library and for additions for many years to come. It contains also office rooms and special rooms for advanced students; and in the second floor rooms have been provided for a museum and art room.

The library contains about 18,000 volumes. These books have been selected to meet the peculiar needs of the institution and all of them are usable. The leading magazines and periodicals are on file for the use of students. The College has a reasonable appropriation for library purposes and new books and periodicals are being added each year.

GYMNASIUM

A new gymnasium was also erected in 1928. It has a basketball court for games, 50 x 95, and two other courts, 50 x 70, available for practice. It is supplied with the necessary apparatus and is adequately equipped for best work in physical exercise and education.

LAUNDRY

The State Teachers College owns and operates a modern, sanitary laundry. Students occupying rooms on the campus are required to have their laundry work done here, and therefore pay the laundry fee. This rule has been made for sanitary reasons and is rigidly enforced. No exceptions whatever will be made, and all students who board on the campus will be required to pay the laundry fee.

EXPENSES

There are no tuition charges to students who are residents of Tennessee. Non-residents pay \$30.00 for each of the quarters. All students pay a registration fee of \$10.00 and a Student Activity fee of \$3.00 each quarter. **Registration fee is not refunded.**

Day students, who are residents of Tennessee, pay the following fees:

Registration, each quarter.....	\$10.00
Student Activity, each quarter.....	3.00

The following fees are paid by Tennessee students who live on the campus:

FALL, WINTER AND SPRING QUARTERS

Tuition	FREE
Registration, each quarter.....	\$10.00
Student Activity, each quarter.....	3.00
Board and Room.....	54.00
Laundry	6.00
Total	\$73.00

Fees and expenses are payable quarterly in advance. By special arrangement, board, lodging and laundry fees may be paid by the month in advance; in such case an extra charge of five per cent of the amount deferred will be made.

Students will be held responsible for damage done by them to buildings, furniture, apparatus or other property. In case responsibility or damage cannot be fixed the cost will be distributed among the students concerned.

TUITION

Students, residents of Tennessee, who sign a pledge to teach school in Tennessee, pay no tuition. Non-residents and residents who do not sign the pledge, pay tuition of \$30.00 per quarter, or \$15.00 for a term of six weeks.

The term "residents," is construed to mean persons who have resided in Tennessee for at least a year previous to application for entrance, or whose parents or legal guardians are residing in Tennessee at the time of application for entrance; or, in the case of persons twenty-one years of age and over, those who definitely declare that they are residents of Tennessee and their intention to continue in residence for an indefinite period.

LABORATORY FEES

The following fees are charged students pursuing courses in the several departments to cover materials used:

All courses in Drawing, 50 cents each; Biology (except 101, 101s, 102, and 104) and Manual Training, \$1.00 each per quarter; Physics, \$2.00 each; Chemistry, \$3.00 each.

Home Economics, 100, 101, 102, 300, 301, 302, 303, 307, 410 and 411, 50 cents each; 204, 205, 304, and 306, \$2.50 each.

Education, 208s, 209, 50 cents each; 213 and 305, \$1.00 each.

Music, 180, 181, 182, 330, 331, 332, 75 cents to \$1.50 each; 220, 221, 222, 350, 351, 352, 75 cents each.

Geography, 110, 111, 50 cents each.

Commerce, all courses in Typewriting, \$1.00 each.

Students in Chemistry and Physics are required to make deposit of \$2.50 to cover loss by breakage, any unused balance of which will be refunded at the close of the quarter.

ROOMS AND BOARD

There are a few single rooms in the dormitories, and a few others capable of accommodating three students, but in general during the fall, winter and spring terms only two students occupy a room.

Single rooms are rented for \$2.00 per week; double rooms, \$1.00 per week for each occupant.

Rooms are rented by the quarter and no reduction will be made for late registration or for absence of less than a month.

Board and room rent will be charged from opening of the term and no reduction will be allowed for late registration.

REFUNDS

Registration fee is not refunded. Laboratory and Student Activity fees will be refunded if the student is compelled to withdraw within the first two weeks of a quarter. Students absent from the dining hall two weeks or more on account of illness or who withdraw more than two weeks before the close of a quarter, will be entitled to refund.

Refunds will not be made except as specified above.

KEY DEPOSIT

A key deposit of \$1.00 is required of each student living in the dormitories, 75 cents of which is refunded when key is returned.

OTHER FEES

Registration should be completed on the first day of each quarter or term, except in the fall and summer quarters, when two days are allowed for registration. Registration is not complete until all fees for the quarter have been paid or arrangement made with the Bursar for paying them. For registration after the day or days announced in the catalogue for registration an extra fee of \$1.00 will be charged.

One copy of the transcript of a student's record will be furnished free. For additional copies of such transcripts a fee of \$1.00 will be charged.

For change of course after the second day of the quarter a fee of \$1.00 will be charged.

Commencement, \$10.00, including diploma fee and use of cap and gown.

RESERVATIONS

It is very important that those who expect to attend the College should write to the President and have room reserved as soon as they definitely determine to attend. Arrangements will be made for all who come, but rooms will be reserved in the order in which applications are received. A deposit fee of \$3.00 is required for reservation, which will be credited on the expense for the term. Reservation fee will be refunded if notice of cancellation is received four days before the opening of the quarter for which reservation is made; it will not be refunded on later notice.

WHAT THE STUDENTS FURNISH

Students rooming in the dormitories should bring the following articles: Towels, bed linen, blankets, and a pillow. Students living in the dormitories will be required to keep their own rooms in order, and the matron will make daily inspection.

CONDUCT

It is assumed that applicants for admission to the State Teachers College are ladies or gentlemen and every consideration will be shown them as such until, by their own act, they forfeit the confidence reposed in them. Rules of government, regulations in regard to general conduct are, of course, neces-

sary. Whenever any number of people live together, each must forfeit some individual privilege for the general good. The rules and regulations are of such nature as to secure ready conformity thereto and also sympathy and co-operation on the part of students in making them effective.

Students are expected to give their College obligations first consideration, to be prompt and regular in attendance on all prescribed exercises—class, chapel, examination—and to observe properly the hours set apart for study by making diligent use of the same.

DORMITORIES

The College maintains two dormitories—Mynders Hall for ladies, and the Men's Dormitory. Students boarding away from home are expected to live in the dormitories. This regulation is made because the College authorities believe that students cannot otherwise enjoy all the advantages of college attendance. Young lady students away from home having immediate relatives of the family in Memphis or near the College may board with them. Other students will not be permitted to live outside of the dormitory except for satisfactory reason, upon the written request of the parent or guardian, and then only in homes approved by the College authorities.

All arrangements for board outside of the dormitory must be approved by the College and, except in homes of immediate relatives, must be made through the College.

STUDENT ORGANIZATIONS

The Teachers College has a number of student organizations, managed by the students, with faculty advisers. These organizations give the pupils an excellent opportunity to develop initiative and leadership. There are four literary and social clubs, two for women and two for men, all of which were organized during the first year of the institution. The men's organizations, Seymour A. Mynders Club and the Phi Lambda Delta Society, are particularly designed for the development of oratory and debating. The women's societies, Sigma Alpha Mu and the Kappa Lambda Sigma, aim to develop their members in the critical study of music, expression, art, travel, etc. These societies have all done a high grade of work and have rendered excellent programs.

The Young Men's Christian Association and the Young Women's Christian Association have done much toward developing a high moral and religious standard in the student body.

In connection with many departments, clubs have been organized for studies and exercises peculiar to the department. Among the clubs in successful operation during the past year are the Parnassian, Sock and Buskin, World Affairs, Home Economics, Mathematics, Latin, and Elementary Council.

The young women living in the dormitory have an organization composed of all students living in Mynders Hall, known as the "Women's Self-Government Association." The organization has the usual officers, including a council, and operates on the honor system.

HAZING

Any form of hazing is positively forbidden.

SCHOLARSHIPS AND LOANS

1. The Aull Loan Scholarship. A friend of the College, Mrs. Geneve Aull, has donated \$250.00 to be used for a loan scholarship, the same to be made to a member of the senior class who has made a satisfactory record during one or more years residence at the College.

2. United States Daughters of 1812 Scholarships. The Old Hickory Chapter, U. S. D. of 1812, Memphis, has donated the sum of \$625.00 for loan scholarships as follows: (1) One of \$250.00 to be known as the Mary Robinson Day Memorial Scholarship; (2) one of \$250.00 to be known as the Martha Moore Allen Scholarship; (3) one of \$125.00 to be known as the Willis Hitzing Scholarship.

All of these are loan scholarships and may be awarded to a man or woman on the recommendation of the faculty.

3. The Parent-Teacher Association Loan. The Parent-Teacher Association of Shelby County makes loans in varying amounts to a few students of the College who are recommended by the faculty to the Association.

4. The College Loan Fund. The College has a small loan fund, from which it makes loans in varying amounts to deserving students.

5. The American Association of University Women Loan Fund. The American Association of University Women, Memphis Branch, provides a loan fund for girls who are recommended by the College. At the present time it amounts to \$125.00 and is being increased from year to year.

All applications for scholarships or loans should be made in writing to Mr. G. H. Hayden, Chairman of the College Loan Fund Committee.

P. H. MANNING SCHOLARSHIP FUND

Mr. P. H. Manning, who was connected with the State Teachers College for a number of years from its beginning, as head of the science department and as dean of the College, left the bulk of his estate to be used by the State Board of Education to provide scholarships for young men students meeting the conditions as set forth in his will.

The scholarships are to be given on competitive examination to young men from the counties of Gibson, Henderson, Carroll and Decatur.

HONORS AND PRIZES

The Women's Association of the College offers a prize annually to that member of the Senior Class who, in the opinion of the faculty, has exhibited

throughout her college course conspicuous evidence of worth in (1) scholarship, (2) womanliness.

ATHLETICS

It is the aim of the Department of Physical Education not only to teach the significance of play in the life of boys and girls and to inculcate school spirit, co-operation, and high ideals of sportsmanship in the entire student body, but to train men and women who are to become teachers to go out with the definite preparation for teaching physical training and coaching athletics in the high schools.

The girls have regular classes in physical training, a special class in playground methods, and in addition intra-mural contests in basketball, volley ball and tennis.

The boys have regular work in gymnasium, a special class in athletic coaching, and an opportunity to represent the school in interscholastic contests in football, basketball, baseball and track.

The faculty has adopted the following rule of eligibility for membership on school teams:

1. No student shall be permitted to play on the school team unless he is making a grade of "D" or better in at least twelve quarter hours.
2. No student shall be permitted to play on the school team unless he is regular in attendance.

The College is a member of the Mississippi Valley Conference.

RAILROAD AND EXPRESS OFFICE

The Southern Railway has a depot called Normal, located on the school grounds. Pupils should, when leaving home, buy tickets and check baggage to Normal. If baggage is checked to Memphis, it must be transferred to New Union Station and rechecked to Normal. After reaching Normal it will be handled by school employees. All express should be sent direct to Normal, Tennessee.

POSTOFFICE

The State Teachers College is now within the City of Memphis. Students living in the dormitories should have their mail addressed care of State Teachers College, Memphis, Tennessee.

POSITIONS

The school authorities of the State are looking to the Teachers College for assistance in finding teachers. This demand will be met. Students who make satisfactory records will be placed in good positions, and school boards desiring to employ the best teachers will be given every possible assistance in finding teachers. To care properly for this field of usefulness a Committee on Teachers' Positions has been appointed, and the services of this committee

will be absolutely free of cost to schools and school officials and to all students of the Teachers College.

BETTER SCHOOLS

The public schools of Tennessee need better teachers. With the lengthening of the school term and the increase in school revenue by recent legislation, this demand has become more imperative, and with it has come the demand for better schoolhouses and more modern courses of study. The State Teachers College stands for all these larger and better things, and will assist in the preparation of teachers for more efficient service, so that the life and activity of our people may be made fuller and more productive.

The Teachers Colleges believe that it is necessary not only to prepare teachers, but to prepare places for the teachers. To this end they will assist in every movement for developing educational interest and will take part in the aggressive campaign for school improvement in every section of the State.

CO-OPERATION

The heartiest co-operation of County Superintendents and Boards of Education is essential if the Teachers Colleges are to do the largest good for the public schools of the State. This co-operation can be made effective by urging the attendance of teachers and young men and young women who expect to become teachers, and by the promise of preference in employment to those who prepare themselves for better work by attendance on these Colleges. This co-operation is invited, and the Teachers Colleges, in return, pledge their best service and support to all the public school authorities of the State.

It is gratifying to report that the College has received the most cordial co-operation from the county superintendents, teachers, and other school officials throughout this section of the State; and the success which the College has already attained is, in a large measure, due to their untiring efforts to advance its interests. The county superintendents of West Tennessee, in their annual conferences, have cordially commended the work of the College.

SPECIAL ADVANTAGES

In addition to the usual school advantages, the College offers its pupils many opportunities that are considered especially valuable.

All of the large libraries in the City of Memphis furnish free use of their books and buildings to the students of the College.

The students of this institution are given free admission to the lecture course of Goodwyn Institute, probably the most extensive and celebrated course of its kind in the United States. The students have the opportunity of hearing Shakespearean attractions, symphony orchestras, grand operas, and musical artists, a privilege denied those attending schools in smaller places.

Leading business and manufacturing enterprises of the city offer free inspection and study of their business methods and plans to classes of the college students accompanied by their teachers.

In addition to the Training School, students have the advantage of observing teaching and management in the splendid public school systems of the City of Memphis and Shelby County. The various classes and buildings are open for their observation and study.

In the selection of the faculty, specialists have been secured in the various departments. All of the teachers have made special preparation by doing graduate work in the foremost colleges of the country. The faculty for the coming year consists of trained and experienced educators.

HEALTH

The health of the college students during the years of its experience has been exceptionally good. No serious illness has occurred, and none due to local causes. Every attention is paid to sanitary conditions about the school buildings and grounds, and precaution is taken to guard the health of all in attendance.

The water supply is pure and delightful. It comes from two artesian wells bored to a depth of four hundred and fifty feet, and is pumped daily into a large storage tank.

A geological survey of West Tennessee shows the source of this water to be the rainfall in the area of the State between Collierville and Grand Junction. After percolating through twenty-five to fifty miles of sand, it reaches wells which pierce the water-bearing stratum at a depth of from two hundred and fifty to seven hundred and fifty feet below the surface of Memphis. Wells shallower than this receive only the rainfall of their immediate vicinity. (United States Geological Survey, Water Supply Paper No. 164.) That this enormous "filter bed" thoroughly purifies the water is evidenced by the analysis made in the laboratory of the College.

HONOR ROLL

The honor roll for each quarter is composed of students who have attained a degree of excellence higher than is indicated by the minimum passing grade.

For the selection of honor students, the faculty has adopted the following regulations:

1. Only those students who matriculate for at least 12 hours credit, complete all courses, make some honor points and are otherwise in good standing, are eligible for the honor roll.

2. From the list of eligibles the highest ten per cent are selected on the basis of honor points earned.

3. For a grade of B, 5 honor points for each credit hour are allowed; for a grade of A, 10 points; and for A-plus—a mark of special distinction—15 points.

SCHOLASTIC YEAR

The scholastic year of the West Tennessee State Teachers College covers forty-eight weeks, or four quarters of twelve weeks each. The coming fall quarter will begin September 24, 1934; the winter quarter, December 31, 1934; the spring quarter, March 21, 1935; and the summer term, June 10, 1935.

FRESHMAN CONFERENCE

Two days, September 24 and 25, 1934, will be devoted to conference with and registration of Freshmen. All Freshmen are required to report in the College Chapel Monday morning, September 24, at 9:00 o'clock, and thereafter to attend all exercises in accordance with the schedule furnished them at this opening meeting.

GENERAL TERMS OF ADMISSION

Statutory Provisions.—Under the provisions of the law establishing the State Teachers College, all white males or females resident in the State of Tennessee not under sixteen years of age are eligible for admission, without tuition, provided they shall pledge themselves to teach in the schools of the State, within six years after leaving the school, for as long a time as they shall have attended the school.

Health.—No applicant will be admitted who cannot furnish evidence of being physically sound, free from contagious or infectious diseases and from chronic defects that would prevent satisfactory work as a student or militate against success as a teacher. Students must furnish certificate of vaccination and good health from county health officer or other reputable physician.

Character.—Every applicant for admission must present a certificate of good moral character signed by a responsible person. The State is under obligation for the professional training of no person that is not qualified to exert a wholesome spiritual influence upon the lives of children.

ENTRANCE REQUIREMENTS

For unconditional entrance to the freshman class, the applicant must be at least sixteen years of age and must be a graduate of a standard four-year high school accredited by the State Department of Education or by the Commission on Accredited Schools of the Southern Association of Colleges and Secondary Schools, with at least fifteen approved high school units.

Graduates of unaccredited schools doing four years of high school work may be admitted on certificate from their principal, provided they pass satisfactory examination on four units of high school work taken in their fourth year at high school.

Teachers and prospective teachers, twenty-one years of age and over, who have not completed four years of high school work, may be admitted as special students and allowed to take such courses as they are prepared for, provided that such special students must satisfy all entrance requirements to qualify for diploma or degree, and these entrance requirements must be satisfied during the first year of attendance.

Such teachers will find many courses in the curricula offered adapted to their needs—courses dealing with common school branches and other phases of elementary education, as well as courses on special subjects beginning in the freshman year. The Summer quarter will offer regular college courses, and also many courses bearing on elementary and high school work, with a wide variety of professional courses that will appeal to all teachers.

CREDIT

A quarter hour requires one recitation period per week for one quarter of twelve weeks. It demands in addition to one hour of recitation at least two hours of preparation. In such subjects as cooking, sewing, writing, drawing, industrial arts and all laboratory courses, two hours per week of classroom work and at least one hour of preparation are required for one quarter hour credit.

The minimum number of hours for regular students is twelve; the maximum, seventeen, including physical education, for freshmen and sophomores, and sixteen for juniors and seniors, except for students who have made an average B grade on courses carried during the preceding quarter and who have not failed on any course of the preceding quarter. Such students will be allowed eighteen quarter hours. In no case will credit be allowed in any course for which the student is not duly registered.

Only those students who enter the first week of a quarter will be allowed to make full credit; late entrants will be allowed proportional credit.

REQUIREMENTS FOR DIPLOMA

1. The satisfactory completion of 96 quarter hours as outlined in Curriculum A for elementary teachers.

2. Physical education through two years, two periods per week, unless excused on account of physical disability.

Students completing two years of the elementary curriculum may count all credits at face value toward the bachelor's degree. They will be admitted to the Junior year of the curriculum for preparing elementary teachers, or to the Junior year of the curriculum for high school teachers, conditioned only in their major and minor subjects.

ENTRANCE CREDITS

Students should present entrance credits on or before date of registration. College credits will be withheld until entrance requirements are satisfied. Students asking for advanced standing may save themselves inconvenience or loss by having their credits evaluated before entrance.

ADVANCED STANDING

Advanced standing will be granted to students who have completed, in approved institutions, courses equivalent to those counted by the State Teachers College for credit toward its degree. Application for advanced standing by examination must be made during the first quarter of attendance, and requirements for such credit must be met during the first year of attendance.

REQUIREMENTS FOR A DEGREE

No degree will be conferred *in absentia*. Certificates indicating completion of requirements for a degree and a statement of credits will be given the applicant pending his presence at a regular commencement exercise.

The requirements for a degree are as follows:

1. The satisfactory completion of 198 quarter hours, at least thirty-six of which must be taken from courses listed in each of the four years of the college program of studies.

2. Physical education through two years, two periods per week, three quarter hours credit each year.

3. Residence of not less than three quarters during the junior and senior years of the college course, provided that the last quarter shall be in residence.

4. Satisfactory completion of eighteen quarter hours in the department in English credited on the freshman and sophomore years; nine hours in American History and Government; thirty hours in the department of education; one major subject with at least thirty-six quarter hours; one minor with at least twenty-seven quarter hours, and a second minor with at least eighteen quarter hours.

5. The attainment of 198 quality credits.

For graduation a student shall attain in part of his work a degree of excellence higher than is indicated by the minimum passing grade.

For each quarter hour of work upon which a grade of "A" is given, three quality credits shall be allowed; for each "B" two quality credits for each quarter hour; and for each "C" one quality credit.

In evaluating college work accepted from other institutions using marks similar to those employed here (A, B, C, D, and F, with "C" as the middle 50 per cent, and "F" as failure), the same values as to quality credits shall be assigned as provided above.

MAJORS AND MINORS

In both Curricula A and B leading to the B.S. degree one major subject carrying at least 36 quarter hours of credit, one minor with at least 27 quarter hours, and a second minor of 18 quarter hours, are required.

A major consists of 36 quarter hours in any one subject in which the College offers courses covering four years, provided that at least six quarter hours shall be in courses of each of the four college years; or 36 quarter hours from one of the following groups, at least 27 quarter hours in one subject of the group, and 9 hours from another subject of the same group:

Group 1—Agriculture, biology, chemistry, physics.

Group 2—Economics, geography, history, sociology.

Group 3—Chemistry, industrial arts, home economics.

Group 4—French, Latin, Spanish, English.

Group 5—Industrial arts, drawing, music, physical education.

A first minor consists of 27 quarter hours in any one of the subjects above listed; or 18 hours in any one subject of any of the groups, and 9 hours from another subject of the same group.

A second minor consists of 18 quarter hours in any one subject.

Majors should be selected not later than the sophomore year in conference with heads of departments.

CREDIT BY CORRESPONDENCE OR EXTENSION

When credit earned by correspondence or extension is presented to a State Teachers College by a student from an institution which is a member of the Teacher-College Extension Association, the University Extension Association, or a regional accrediting association, such credit may be accepted toward the completion of a four-year senior college curriculum; provided, not more than 18 quarter hours of such credit shall be allowed, and provided further, that such credit cannot be used for the purpose of renewing any teachers' certificates or for issuing certificates for which less than four years college credit is required.

No extension or correspondence credit made by a student while in residence at the College will be counted unless special permission is secured from Credit Committee at time of registration.

EXTENSION TEACHING

1. State Teachers College may organize, when feasible, courses in extension teaching. The same standard regulations shall obtain in class extension instruction as in residence instruction.

2. In lieu of the regular registration fees paid by students in residence, the class extension students shall pay the Bursar fees at the rate of \$4.00 per quarter hour of credit.

3. For the purpose of record these students shall be known as extension students, and the credit earned as extension credit.

4. In case a student's work is marked "conditioned," such condition must be removed within one year from the time it was incurred.

5. Students doing full-time teaching may not enroll for more than six quarter hours of credit, and if a student should carry as much as six quarter hours, he or she should show the approval of the Board of Education employing him or her.

6. When a course is once organized, registration fees shall not be refunded.

7. All instructors doing extension teaching shall be regular resident members of the faculty of the College, and shall meet the general requirements of a Master's degree, with special preparation in the field to be taught.

8. Credit to the extent of one-fourth of the student's work toward a degree may be done in extension classes, provided that nothing herein shall be construed to replace regulations governing residence requirements.

TEACHERS' CERTIFICATES

Under the law no person is allowed to teach in Tennessee who does not hold a certificate issued by the State Commissioner of Education.

Certificates are issued as follows:

1. A permanent professional certificate in administration is issued to the applicant for the position of County Superintendent who is a graduate of a State Teachers College and who has completed at least 27 quarter hours in education, as prescribed by the State Board of Education, and has 24 months experience as teacher or supervisor, and is 24 years old.

2. A permanent professional certificate is issued to the applicant for a high school teaching position who is a graduate of a State Teachers College and who has completed at least 27 quarter hours in education. Such certificate shall certify the subjects the holder is entitled to teach; and no applicant shall be licensed to teach any subject in which he has a credit of less than 18 quarter hours.

3. A permanent professional certificate is issued to the applicant for the position of School Supervisor who is a graduate of a State Teachers College and who has completed at least 27 quarter hours in education, including general and special methods, school supervision and administration, and has had at least 24 months of experience in actual school work, and is 24 years old.

4. A permanent professional certificate is issued to the applicant for the position of teacher in the elementary schools who has completed a two-year curriculum for elementary teachers in a State Teachers College, and has had at least 18 quarter hours in education.

5. A professional certificate, valid for a period of four years, is issued to the applicant for the position of teacher in a two-year high school who has completed at least six quarters' work in a State Teachers College, and has had at least 18 quarter hours in education.

6. A professional certificate, valid for a period of four years, is issued to the applicant for a position as teacher in an elementary school who has completed at least three quarters' work in a State Teachers College, and has had at least nine quarter hours in method and management of elementary schools.

Note—Professional certificates of Sections 5 and 6 may be renewed for four years on successful experience and the completion of one quarter's work of at least 12 quarter hours in a State Teachers College; provided that the holder of such certificate shall have taught at least two years during the duration of his certificate.

7. A limited training certificate, valid for period of one year in elementary schools, is issued to the applicant who is a graduate of an approved high school in this State and has completed one quarter's work, including three quarter hours in education, in a State Teachers College.

The limited training certificate may be renewed from year to year by the completion of an additional quarter's work of at least 12 quarter hours, three of which shall be in education.

Certificates are also issued by examinations conducted at times and places designated by the State Department of Education.

Certificates are not issued to persons under 18 years of age.

CERTIFICATES ON EXAMINATION

Examination certificates, elementary and high school, are issued to applicants who make an average of 75 per cent on the required subjects and not less than 65 per cent on any subject. These certificates are valid for four years from July 1st of the year of their issuance, and may be renewed if the holders attend the Teachers College for a full quarter and make at least 12 quarter hours of credit, three of which must be in education.

RENEWAL OF CERTIFICATES

Second grade certificates expiring this year—that is, two-year certificates issued under Chapter 40, Acts of 1913, and amendments thereto—may be renewed by attending the Teachers College for six weeks and completing satisfactorily at least three courses and making six quarter hours of credit.

Teachers applying for renewal of second grade certificates on six weeks' attendance must register not later than the second day of the six weeks' term.

One year elementary and limited training elementary certificates, expiring this year, may be renewed by attending the Teachers College for one quarter and the satisfactory completion of twelve quarter hours of credit, including three quarter hours in education. Holders of such certificates applying for renewal must register not later than the fourth day of the quarter.

CURRICULA AND COURSES OFFERED

Two general curricula are offered:

1. **A Four-Year Curriculum—Curriculum A.**—Three quarters each year, designed to train teachers, principals and supervisor of elementary and consolidated schools. Special courses are offered in this curriculum for primary and intermediate grade teachers. Students completing the first two years of this curriculum will be entitled to permanent certificates to teach in the elementary schools of the State. Such students can enter the Junior year of the College and count all credits made in the first two years at face value toward a degree.

2. **A Four-Year Curriculum—Curriculum B.**—Three quarters each year, designed to train teachers for high school grades. The four-year curriculum includes certain constants and permits of sufficient election to assure two or more majors and minors. In arranging majors and minors the prospective teacher should have in mind the probable combination of subjects in the high schools of Tennessee.

Students completing a four-year curriculum will be granted the degree of Bachelor of Science which will entitle them to certificates to teach their major subjects in the high schools of Tennessee, and which will be valid for other educational positions, under certain conditions.

3. **A Two-Year Curriculum—Curriculum C.**—Designed to train teachers for elementary schools. Students completing this curriculum will be entitled to a permanent professional certificate to teach in the elementary schools of the State. They may enter the Junior year of Curriculum A and complete the requirements for the Bachelor of Science degree in six additional quarters.

In each department courses are offered for one or more years. They are numbered as follows: Freshman year, 100 to 199; Sophomore year, 200 to 299; Junior year, 300 to 399; Senior year, 400 to 499.

Forty-eight to fifty-one quarter hours of credit constitute a year's work. Students in general are expected to take the courses corresponding to their respective years. They cannot make more than twelve quarter hours in the courses of the years above or below. Students with as few as ninety-six quarter hours of credit may not elect courses numbered above 300. They may not elect courses above or below the adjacent year without special permission from the dean and the instructor. In the tabulated curricula certain electives are allowed. Electives are to be chosen by subjects and must be continued at least through the year if the curriculum permits.

In selecting courses and curricula regard should be given to the proper combination of teaching subjects in the schools of Tennessee. In Curriculum A there is a differentiation between primary and intermediate grade teaching. In Curriculum B there is opportunity for preparation for two or more high school subjects.

FOUR-YEAR CURRICULUM FOR ELEMENTARY TEACHERS LEADING TO THE DEGREE OF BACHELOR OF SCIENCE

CURRICULUM A

First Quarter	Second Quarter	Third Quarter
<i>Freshman Year</i>	<i>Freshman Year</i>	<i>Freshman Year</i>
Biology 103.....	Biology 100.....	Biology 101.....
English 100.....	English 101.....	English 102.....
Geography 110.....	Geography 111.....	History 103.....
Physical Education.....	Physical Education.....	Physical Education.....
Major.....	Major.....	Major.....
Elective.....	Elective.....	Elective.....
Cr.	Cr.	Cr.
3.....	3.....	3.....
3.....	3.....	3.....
3.....	3.....	3.....
1.....	1.....	1.....
3.....	3.....	3.....
4.....	4.....	4.....
<i>Sophomore Year</i>	<i>Sophomore Year</i>	<i>Sophomore Year</i>
Education 200.....	Education 205.....	Education 201a or 201b.....
English 200.....	English 201.....	English 202.....
History 200.....	History 201.....	History 202.....
Major.....	Major.....	Major.....
Physical Education.....	Physical Education.....	Physical Education.....
Elective.....	Elective.....	Elective.....
Cr.	Cr.	Cr.
3.....	3.....	3.....
3.....	3.....	3.....
3.....	3.....	3.....
1.....	1.....	1.....
4.....	4.....	4.....
<i>Junior Year</i>	<i>Junior Year</i>	<i>Junior Year</i>
Education 301a.....	Education 309.....	Education 311.....
Major.....	Major.....	Major.....
First Minor.....	First Minor.....	First Minor.....
Second Minor.....	Second Minor.....	Second Minor.....
Elective.....	Elective.....	Elective.....
Cr.	Cr.	Cr.
3.....	3.....	3.....
3.....	3.....	3.....
3.....	3.....	3.....
3.....	3.....	3.....
4.....	4.....	4.....
<i>Senior Year</i>	<i>Senior Year</i>	<i>Senior Year</i>
Education 400.....	Education 402a.....	Education 402b.....
Major.....	Major.....	Major.....
First Minor.....	First Minor.....	First Minor.....
Elective.....	Elective.....	Elective.....
Cr.	Cr.	Cr.
3.....	3.....	3.....
3.....	3.....	3.....
3.....	3.....	3.....
7.....	7.....	7.....

NOTES ON CURRICULUM A

1. If English or geography or history is selected as the major subject, some other subject carrying at least nine hours credit each year must be selected instead of the major prescribed.
2. Music and drawing, three quarter hours each, may be elected in the freshman year. If not, they must be taken later to complete Curriculum A.
3. If one unit in high school biology has been accepted for entrance, physics or chemistry may be taken instead of biology in the freshman year.
4. Students expecting to apply for teaching certificates after the freshman year should elect nine quarter hours in education from courses in education numbered from 100 to 199.
5. Physical education is required of all students in the freshman and sophomore years unless excused on a physician's certificate.
6. Education 206, the Psychology of Childhood, may be substituted for Education 205 in this curriculum.
7. If a course in directed teaching has been taken in the sophomore or junior year, it may be substituted for Education 402a or 402b.

CURRICULUM B

FOUR-YEAR CURRICULUM FOR HIGH SCHOOL TEACHERS LEADING TO THE DEGREE OF BACHELOR OF SCIENCE

First Quarter		Second Quarter		Third Quarter	
	Cr.	<i>Freshman Year</i>	Cr.		Cr.
English 100.....	3	English 101.....	3	English 102.....	3
History 101 or Science.....	3 or 4	History 102 or Science.....	3 or 4	History 103 or Science.....	3 or 4
Major.....	3	Major.....	3	Major.....	3
Physical Education.....	1	Physical Education.....	1	Physical Education.....	1
Group Elective.....	3	Group Elective.....	3	Group Elective.....	3
Elective.....	4 or 3	Elective.....	4 or 3	Elective.....	4 or 3
<i>Sophomore Year</i>					
Education 200.....	3	Education 205.....	3	Education 211.....	3
English 200.....	3	English 201.....	3	English 202.....	3
History 200.....	3	History 201.....	3	History 202.....	3
Major.....	3	Major.....	3	Major.....	3
Physical Education.....	1	Physical Education.....	1	Physical Education.....	1
Elective.....	4	Elective.....	4	Elective.....	4
<i>Junior Year</i>					
Education 301b.....	3	Education 309.....	3	Education 312.....	3
Major.....	3	Major.....	3	Major.....	3
First Minor.....	3	First Minor.....	3	First Minor.....	3
Elective.....	7	Elective.....	7	Elective.....	7
<i>Senior Year</i>					
Education 401.....	3	Education 403.....	3	Education 404.....	3
Major.....	3	Major.....	3	Major.....	3
First Minor.....	3	First Minor.....	3	First Minor.....	3
Elective.....	7	Elective.....	7	Elective.....	7

NOTES ON CURRICULUM B

1. If English or history or science is selected for a major subject, some other subject carrying at least nine hours credit each year must be selected instead of the major prescribed.
2. Group electives are confined to courses of a sequential nature in the same subject running through the year.
3. Physical education is required of all students in the freshman and sophomore years unless excused on a physician's certificate.
4. Education 207, Psychology of Adolescence, may be substituted for Education 205 in this curriculum.

CURRICULUM C

A TWO-YEAR CURRICULUM FOR ELEMENTARY TEACHERS

(Students completing this curriculum are entitled to a permanent professional certificate for elementary teachers)

First Quarter	Second Quarter	Third Quarter
Freshman Year		
Education 105.....	Education 101a or 101b.....	Education 112.....
Art 100.....	Art 101.....	Art 102.....
Biology 103.....	Biology 100.....	Biology 102.....
English 100.....	English 101.....	English 102.....
Geography 110.....	Geography 111.....	History 102.....
Music 100.....	Music 101.....	Music 102.....
Physical Education.....	Physical Education.....	Physical Education.....
Elective.....	Elective.....	Elective.....
Cr.	Cr.	Cr.
3	3	3
1	1	1
3	3	3
3	3	3
3	3	3
1	1	1
1	1	1
2	2	2
Sophomore Year		
Education 200.....	Education 205.....	*Education.....
Education 204.....	Education 215.....	Education 202.....
English 200.....	English 201.....	English 205.....
History 200.....	History 201.....	History 202.....
Physical Education.....	Physical Education.....	Physical Education.....
Elective.....	Elective.....	Elective.....
3	3	3
3	3	3
3	3	3
3	3	3
1	1	1
4	4	4

NOTES ON CURRICULUM C

1. Physical education is required of all students in the freshman and sophomore years unless excused on a physician's certificate.
2. *The starred course in education may be selected from "teaching courses" in history, geography, language, or from Education 201a, 201b, and 213.

DETAILED STATEMENT OF COURSES OFFERED DURING THE YEAR

Courses numbered from 100 to 199 are of freshman rank; 200 to 299, sophomore rank; 300 to 399, junior rank; 400 to 499, senior rank. Figures in parenthesis following the subject of a course indicate the number of quarter hours of credit.

Department of Education

Mr. Hughes, Mr. Steere, Mr. Deen, Miss Davies, Mr. Smith, Mr. Holt

101a—The Teaching of Reading in the Early Elementary Grades. (3).

A review of studies in the psychology of reading; collection and evaluation of reading material; analysis of special disabilities in reading, and remedial methods.

101b—The Teaching of Reading in Later Elementary Grades. (3).

103—Extra Curricular Activities in the Elementary Grades. (3).

104—Extra Curricular Activities in the High School. (3).

105—Classroom Management. (3).

This course deals with the problems involved in the organization of the class room for efficiency and economy in instruction; promotion plans; bases for classification; daily schedules; marking systems; records and reports; classroom equipment, etc.

107s—Number and Science in the Early Elementary Grades. (2).

108s—History and Geography in the Early Elementary Grades. (2).

109—Types of Teaching. (3).

Lectures and readings on the best uses of the recitation and study periods; variations in plans of recitation and supervision of study as determined by different types of learning involved in school subjects and by different objectives to be attained.

200—General Psychology. (3).

An introduction to the study of the problems of human behavior and conduct by scientific methods. A study of the biological and psychological foundations of behavior. The aim of the course is to acquaint the student with the fundamental laws on which the educative process is based and to open up to him the possibilities of scientific education.

201—History and Principles of Elementary Education. (3).

The historical development of elementary education; the contributions of Rousseau, Pestalozzi, Froebel, Herbart, and others; recent developments in organization and technique of teaching.

201a—Early Elementary Education. (3).

This course is planned for those who are preparing to teach in the first three grades. The first part of the course will deal with the child's methods of learning through activities. The students will work out childlike prob-

lems that involve planning, executing, and testing results. The tool subjects, reading, writing, and number will be treated as means of solving the child-like problems in the educative process. Literature on oral and silent reading will be studied. The place of art, music and nature study in the lower grades will be discussed. Observation and reports will be required.

201b—Later Elementary Education. (3).

This course is planned for those who are preparing to teach in grades IV to VI. The work will deal with methods of teaching reading; development of fundamental reading habits; diagnostic and remedial measures in teaching reading; language and composition; spelling; handwriting; nature study; arithmetic; sources of problem material in arithmetic; physiology and hygiene; geography, history and civics; organization of material into units of study; projects, review of textbooks and teaching material.

205—Educational Psychology. (3).

The purpose of this course is to make the student acquainted with the scope, problems, and methods of educational psychology. It is a continuation of Education 200, with special emphasis on the application of psychology to the problems of teaching. Laws of learning and their applications to the school subjects; the use of mental and educational tests to determine the nature and extent of individual differences in intelligence and progress in learning.

206—The Psychology of Childhood. (3).

The purpose of this course is to acquaint the prospective teacher with the laws of growth and development on which educational methods should be based.

207—The Psychology of Adolescence. (3).

A study of the characteristics of the adolescent stage of development that should be taken into account in teaching and planning the high school course of study and in the supervision of extra-curricular activities in the high school.

210—History of American Education. (3).

The European background and the beginnings of American education in the colonies; the rise of state controlled, tax supported school systems; leading American educators; modern tendencies.

211—History and Principles of Secondary Education. (3).

A study of major problems of secondary education; the course of study and organization of instruction; student organization and government; relation of secondary education to elementary and higher education; standards and requirements for Tennessee high schools.

213—Children's Activities. (3).

Applications of the unit of work plan in the primary grades; motivation of learning number and reading through play; survey of the literature on the subject; one lecture and four hours laboratory a week.

215—Modern Rural School Methods. (3).

This course is planned especially for those who will teach in rural schools. The aim is the practical adaptations of modern educational principles and methods to rural school situations.

301a—Psychology of Elementary Education. (3).

A study of the principles of psychology underlying the most effective instruction in the elementary school subjects. The mental processes involved in handwriting, reading, spelling, history, geography, mathematics, and nature study. Methods will be treated incidentally, but the main purpose is to present the psychological bases for the social methods to be used.

301b—Psychology of Secondary Education. (3).

This course is organized on the same plan, and follows the same purpose as Education 301a, with reference to the subjects taught in high school.

302—History and Philosophy of Education. (3).

A survey of the great contributions to modern culture in the sciences, art, literature, philosophy, and religion, and the relation of scientific, cultural, and social movements to education.

303—Philosophy of Education. (3).

A review of current educational philosophy represented by Dewey and others.

304—The Study of Exceptional Children. (3).

The purpose of this course is to give the student some acquaintance with the technique employed in diagnostic study of individual pupils. Each student will make a study of several selected children with the Binet scale, achievement tests, and standardized educational tests. Literature on the subject will be read and discussed. Laboratory fee, \$1.00.

305—Experimental Psychology. (3).

Laboratory experiments and demonstrations that usually accompany an extended course in general psychology. Laboratory fee, \$1.00.

306—Principles of Education. (3).

A general course dealing with the various educational theories and interpretations and their applications to present-day problems.

307—Junior High School Organization and Administration. (3).

This course deals with the development of the junior high school idea. Special functions; nature of the junior high school child; counselling and guidance; administration of pupil activities; steps in the organization of a junior high school.

309—Educational Measurements. (3).

The principles underlying the construction and standardization of tests; statistical methods, their interpretation and applications to various educational problems. In addition to regular class work, each student, individually, or in a small group, is required to make a study of some school in one or more subjects, or some grade in all subjects.

310—Supervision of Instruction. (3).

This course is designed for supervisors and principals of elementary and consolidated schools and others whose duty it is to improve classroom instruction.

311—Elementary School Administration. (3).

The purpose of this course is to make the student acquainted with the administrative problems involved in teaching or in supervision in village and rural schools. The relation of teachers to supervisors and principals, and of principals to superintendents and state and county officials will be emphasized. At least one-third of the time will be devoted to a study of the Public School Laws of Tennessee.

312—High School Administration. (3).

The Tennessee high school laws and the standards set up by the State Board of Education for high schools; problems met in the adjustment of the schools to these requirements; the administration of athletics and other extra-curricular activities, and discipline, schedules, records, etc.; the Public School Laws of Tennessee.

313—Vocational Guidance. (3).

314—Mental Hygiene. (3).

400—The Elementary School Curriculum. (3).

This course consists mainly of research in the literature of curriculum making. The leading textbooks on the subject will be studied, together with the courses of study of representative city and state systems, school surveys, committee reports, and educational journals. The purpose of the course will be the determination of the objectives and content of the work of each grade from the first to the eighth.

400a—Curriculum Study in Arithmetic. (3).

401—Materials and Methods in the Major Subject. (3).

(Given by instructors in other departments.)

Education 202, 402a, 402b, 403, 404—Directed Teaching.

202—Teaching in the Elementary Grades, for sophomores in Curriculum C. Five hours a week. (3).

402a and b—Teaching in the Elementary Grades, for seniors in Curriculum A. Five hours a week. (3).

403—Teaching the Minor Subject in High School Grades, for seniors in Curriculum B. Five hours a week. (3).

404—Teaching the Major Subject in High School Grades, for seniors in Curriculum B. Five hours a week. (3).

Division of Art

Miss McCormack

ART 100 and 101—Drawing and Handwork for Primary Grades. (1).

Text: Loose-leaf notebooks. This course has been planned to meet the needs of the primary teachers. It includes paper folding, designing, elementary free hand drawing of objects and nature drawing.

Two Quarters—Two hours a week.

ART 102—Drawing and Hand-Work for Intermediate Grades. (1).

Text: Loose-leaf notebook.

A program of work in drawing, design and handwork consisting of lettering, cardboard and paper folding. Two hours a week.

ART 200, 201 and 202—Representative Drawing and Applied Design. (1, each quarter.)

A study of the principles of design. Composition and application of design. Poster work, lettering, interior decorating, and basketry. Two hours a week.

PENMANSHIP 100, 101—The Teaching of Penmanship. (1).

Text: Palmer's Method of Business Writing. An easy, legible business style is taught with the development of proper movement. The main purpose of the course is pedagogical. Offered each quarter. Two periods a week.

Department of Biological Science

Mr. Moore, Mr. Fitch, Mr. Alexander

BIOLOGY

103—General Biology. (4).

Text: Burlingame et al., General Biology. An introductory course dealing with protoplasm, the role of green plants, the maintenance of life, and the adjustments of organisms. Two lectures and four hours laboratory work each week.

100—Physiology. (4).

Text: Kimber and Gray, *Anatomy and Physiology*. A course in human physiology from the standpoint of college students and teachers. Three lectures or recitations and two hours laboratory each week.

101—Hygiene. (3).

Text: Williams, *Personal Hygiene Applied*. An intensive course in hygiene based upon a thorough understanding of the principles of physiology. Prerequisite, Biology 100. Three lectures and recitations each week.

101s—Public Health Education. (2).

Offered each summer in co-operation with State and local departments of health.

102—Diseases and Defects of Children. (3).

A study of the common diseases and defects of school children and proper corrective measures. A compilation of data and statistics and their significance. Prerequisite, Biology 100. Three lectures and recitations each week.

104—Nature Study. (2).

A course primarily for grade teachers. The purpose of this course is to create interest in living things, and to develop the aesthetic and observational powers of the student. Laboratory work, library reading and field work are required. Four hours each week.

105—Zoology. (4).

Text: Hegner, *College Zoology*. A course in invertebrate zoology. Particular attention is given to classification, structure, and development of selected types, with due emphasis upon economic features of the subject. It is strongly recommended that one quarter of General Biology or Physiology precede this course. Two lectures and four hours laboratory work each week.

106—Zoology. (4).

A continuation of Biology 105, using same text. A course in vertebrate zoology, being a study of classes and types of vertebrate animals in relation to mankind. Two lectures and four hours laboratory each week.

200—Botany. (4).

Text: Smith, et al., *A Textbook of General Botany*. An intensive course giving the structure, growth and economic features of seed plants. Prerequisite, any two quarters of Biology exclusive of Nature Study. Two lectures and four hours laboratory each week.

201—Botany. (4).

Text: Same as for Biology 200. An intensive course in the lower forms of plant life with special reference to bacteria and fungi, and alternation of generations in mosses and ferns. Prerequisite as in Biology 200, but 200 need not be taken before 201. Two lectures and four hours laboratory work each week.

203—Field Botany. (4).

Two lectures and four hours laboratory each week.

211—Entomology. (4).

Two lectures and four hours laboratory each week.

300—Plant Breeding and Genetics. (4).

Text: Walter, Genetics. A course given in the spring and summer quarters. Lectures and practical field work in plant breeding. Open to juniors or seniors who have had Biology 200 or 201 or equivalent. Two lectures and a minimum of four hours field work per week.

302—Bacteriology. (4).

Text: Greaves and Greaves, Elementary Bacteriology. An introductory course open to juniors and seniors who have had four quarters of Biology, including 201. Two lectures and four hours laboratory each week.

403—Histology. (4).

Text: Chamberlain, Methods in Plant Histology. Two lectures and four hours laboratory each week.

408—The Teaching of Biology. (3).

Three lecture recitations per week. Discussion and demonstration of materials and methods in teaching Biology in grades and high school.

AGRICULTURE

101—Soils. (3).

An introductory course treating of the origin, chemical and mechanical composition, and classification of soil material; soil, air, moisture, texture, effect of climate, organic matter, lime, fertilizers, tillage, upon the physical properties of soils. This course should precede all other courses in Agriculture.

102—Field Crops. (3).

A course which deals with the characteristics, adaptations, culture and uses of the most important field crop plants of the farm.

103—Vegetable Gardening. (3).

In this course, consideration is given to the planning and care of the home and the commercial garden. Insect control will be given special attention.

201—Breeds of Live Stock. (3).

This course deals with the origin, history, utility, characteristics, and adaptability of the various breeds of domestic animals.

202—Dairying. (3).

This is a course in the elements of dairying. It treats of the dairy herd, the test of butter fat by the Babcock method, the use of cream separators, care of milk and cream, milk fermentation and its relation to dairying.

203—Poultry. (3).

This course deals with the breeds of poultry, feeding, judging, culling, care of baby chicks, insects and diseases of the flock.

301—Orcharding. (3).

A study of the principles of the orchard with particular attention to pruning, spraying, and care of the home orchard of apples, pears and peaches.

302—Landscape Gardening. (3).

A study of the landscape, ornamental plants, and planting plans. This course should appeal to those interested in flowers and ornamental plants.

304—Small Fruits. (3).

A study of the small fruits of Tennessee. Special attention is given to strawberries, raspberries, blackberries, and grapes. This course will be offered every other year, alternating with 303.

Division of Commerce

Mr. Frizell

The purpose of this department is to train teachers for the increasing number of commercial positions being established in the high schools of Tennessee. Students preparing for such teaching positions should offer a major in the department of commerce as a part of their curriculum for the bachelor degree. Other students will be allowed to make a limited number of credits in this department as a part of their general college work.

100—Elements of Accounting. (3).

A discussion of simple business activities which brings out the need for accounting records and reports. Problems and short individual sets are studied to establish a foundation for these basic principles. Open to all freshmen.

101—Elements of Accounting. (3).

This course is a continuation of 100. Controlling accounts, columnar records, departmental records and accounts peculiar to a partnership are introduced.

102—Elements of Accounting. (3).

This is a study of the nature and characteristics of accounts used in corporation accounting. Problems and a short set illustrating the voucher system are used. A continuation of 101.

103—Beginning Typewriting. (2).

This develops the fundamental principles of touch typewriting. Accuracy, rhythm, and technique are stressed. Open to any who have not had high school typewriting.

104—Intermediate Typewriting. (2).

This is a continuation of 103. Emphasis is placed on letter writing. Speed and accuracy are further developed.

105—Advanced Typewriting. (2).

This is designed to review letter writing; arrangement of manuscripts; tabulation of statistics and reports; stencil cutting; and speed practice. A continuation of 104.

106ab—General Typewriting. (2-4).

This course is for those who desire a general knowledge of typewriting for their personal benefit. The fundamental principles of touch typewriting, with stress on accuracy, rhythm and technique, are the essential features. Open to all who have no previous knowledge of touch typewriting.

200—Fundamentals of Shorthand. (3).

A study of the elementary principles of shorthand. Open to sophomores or to freshmen who have had one year of high school shorthand.

201—Advanced Principles of Shorthand. (3).

A study of the advanced principles of shorthand, emphasizing brief forms and words of high frequency preparatory to laying a sure foundation for rapid dictation and transcription.

202—Shorthand Reading and Dictation. (3).

This course begins with a review of fundamentals. Then follows the reading and dictation of literary articles and business letters. A continuation of 201 for acquiring speed and facility of writing.

205—Business Law. (3).

This is intended to give the student a general knowledge of the principles of general contracts; specific contracts as negotiable instruments, bailments, etc.; and a usable knowledge in the conduct of business relations. Open to sophomores and juniors.

300—Principles of Accounting. (3).

A study of the classification of accounts that appear on balance sheets and statements of profit and loss; analysis of financial statements; and cost accounting. Open to all who have completed 100, 101 and 102 or their equivalents.

301—Secretarial Training and Office Practice. (3).

An advanced course in shorthand and typewriting, emphasizing advanced dictation and transcription, as well as a study of office practice and customs. Prerequisite, 202.

400—Business Administration. (3).

A study of the major problems in business organization and management. Some of the questions discussed are marketing, production, personnel, finance and standards and records. Open to juniors and seniors.

401—Business Administration. (3).

A continuation of course 400 with the analysis of a business problem.

Courses 100, 101, and 102 meet five times per week; course 300 meets four times per week; all courses in typewriting meet four times per week. Text-books are used in all courses and are to be supplemented with library reference.

Department of English

Mr. Highfill, Mr. Beatty, Miss Mays, Mr. Hincks, Mr. Oldham, Mrs. Miller

Note: English 100, 101, and 102 are required of all Freshmen; English 200, 201, and 202 of all Sophomores. Students beyond the Freshman year found to be notably deficient in English will be required to pursue special work to remove the deficiencies.

100—English Fundamentals. (3).

Grammar and punctuation are carefully studied in this course, the object of which is to assure mastery of the sentence. Much corrective work will be done. A limited number of compositions will be written. Four book reports are required.

101—Rhetoric and Composition. (3).

The mastery of paragraph structure and the making of outlines for long themes are the objects of this course. The objectives are to be attained through the study of contemporary essays, and through weekly themes and conferences. Four book reports are required.

102—Rhetoric and Composition. (3).

This is a continuation of English 101 with emphasis on the long theme and different types of discourse, and with considerable attention to the methods of studying literature. Weekly themes and conferences and four book reports complete the requirements.

130—Public Speaking. (2).

A general introduction to oral speech, and a study of it as a type of expression. A study of standard English, placing emphasis on pronunciation and enunciation. Training in voice placement and tone control.

200—English Literature. (3).

A survey of the classics of English literature from the beginning to Wordsworth. Selections are studied in class, and the facts of literary history and biography are duly considered. Reports on outside reading are also required.

201—English Literature. (3).

Continuation of English 200—from Wordsworth to modern times.

202—American Literature. (3).

Designed to acquaint the student with the best of American literature, the procedure being the same as in English 200.

205—Children's Literature. (3).

A library course for the purpose of familiarizing the student with literary masterpieces of the first five grades.

206—Children's Literature. (3).

Continuation of English 205.

213—Dramatics. (3).

An introduction to the study of dramatics. A consideration of the methods of dramatic production in the high school. A study of stage setting, lighting, make-up, etc. A laboratory in producing plays. Three lectures and two laboratory periods a week.

215—Dramatic Production. (1).

Laboratory practice in directing plays under the supervision of the instructor.

220—The Teaching of English Grammar. (3).

A library course in the teaching of elementary and high school grammar.

221—Debating. (3).

A study of the principles of debating. Analysis of the propositions for annual intercollegiate debates, with special emphasis on briefing and delivery.

222—Practical Debating. (1).

Preparation of, and participation in, intramural and intercollegiate debates.

230—Public Speaking. (2).

A study of methods of teaching reading and public speaking in the upper grades and the high school.

300—Modern Drama. (3).

Thirty-five modern plays will be read and discussed from the standpoint of interpretation and structure.

301—Short Story. (3).

A critical study of forty short stories. Each student will be required to write two short stories.

302—Shakespeare's Plays. (3).

A study of four of Shakespeare's plays from the viewpoint of the high school teacher, with special consideration of the Shakespearean vocabulary, plot, and characterization.

303—Advanced Composition. (3).

A practical course in writing prose. Open only to students who are proficient in the fundamentals of writing.

305—Nineteenth Century American Prose. (3).

An intensive study of selected American prose writers of the nineteenth century. (Formerly English 204.)

306—Nineteenth Century American Poetry. (3).

An intensive study of the major American poets of the nineteenth century.

307—Junior High School English. (3).

A comprehensive view of the problems associated with the teaching of English in junior high school grades. It deals with the curriculum; the progressive features in the teaching of oral and written composition, grammar, reading, literature; minimum essentials for each grade; supervised study; and the laboratory method of teaching English.

310—Tennyson and Browning. (3).

An intensive study of selected poems of different types produced by each poet. Their philosophy and religion will be considered, as well as their connection with forerunners and successors.

311—The Age of Milton. (3).

A study of the prose and poetry of Milton, with consideration of the influence of Puritanism on the life and thought of the time.

312—Study and Writing of the One-Act Play. (3).

A critical study of thirty one-act plays. Each student will be required to write two one-act plays, which will be tested by production in the laboratory theatre.

400—Development of the Novel. (3).

Eight novels, representing different periods and movements, will be studied.

402—British Essayists of the Nineteenth Century. (3).

Some consideration will be given to the development of the essay as a literary form, but the principal interest of the course lies in an intensive study of the style, philosophy and influence of the major English essayists of the century.

403—Shakespeare's Plays. (3).

Twelve of Shakespeare's plays will be studied, with special attention to the development of the poet's style and his achievement as a dramatist.

405—Development of the Drama in England. (3).

The drama will be studied with reference to the various influences to which it has been subjected from the beginnings in the Miracle and Morality plays through the Elizabethan and Jacobean periods.

406—Romantic Poets of the Nineteenth Century. (3).

A careful study will be made of the great British poets who flourished between 1798 and 1832. The beginnings of the Romantic movement in the previous century and their continuation in the great poets of the period will be noted.

407—The Victorian Poets. (3).

The major British poets (exclusive of Browning and Tennyson) who flourished between 1832 and 1900 will be studied.

410—Materials and Methods in High School English. (3).

Problems of the construction of the high school English course, including a teaching review of the classics, theme grading, tests for outside reading, place of grammar in the high school, oral English, organization and management of literary societies, the selection of books for school libraries, etc.

411—Poetry of Chaucer. (3).

As many of the Canterbury Tales as possible will be read and discussed in class.

420—Modern Fiction. (3).

The representative works of leading recent and contemporary novelists will be read. Schools and tendencies will be carefully studied.

421—Modern Poetry. (3).

Much reading will be required in the work of recent and contemporary English and American poets. Lectures will be given on movements and tendencies.

422—Prose Studies. (3).

A course in the reading and criticism of some of the more important prose works of the recent and contemporary periods. Much option will be granted in the choice of books for review, which will be both English and American, and both novels and miscellaneous works.

423—Verse Studies. (3).

A course in the reading and appreciation of important poets and schools of poetry, both English and American, in recent literary history.

425—Teaching English Composition. (1 to 3).

The grading and correcting of themes are the objects of this course. Students are required to master handbooks and other English aids, to write themes, to read widely for the purpose of securing a variety of suitable material for themes, and to correct the themes of other students. The course may be taken for credit three quarters.

LIBRARY SCIENCE

This course is planned to meet the needs for instruction in the use and management of small libraries. It consists of lectures on cataloging and classification, reference work and compilation of bibliographies. Practical application of the material covered is required of the student. The routine of library management is thoroughly discussed.

Department of Foreign Languages

Miss Smith, Miss Thomas, Miss Heiskell

LATIN

Latin is taught as a language and literature valuable in itself as a means of the best intellectual and cultural training; as a means of learning English; as the chief source of technical terms used in the sciences and the law; and as the key to general knowledge.

The Johnson Memorial Library, with its several hundred volumes in Roman antiquities and Latin literature, offers splendid advantages to the student preparing to be a Latin teacher. Supplementary work in this library is a part of the required curriculum.

Much pleasure and profitable work are found in the activities of the department through the Latin Club. Classic plays are given by the club each year, the costuming and staging of pageants being done by the students. The several classes in the department take charge of the bi-weekly programs and the annual Latin tournament and banquet.

Courses 100, 101, 102 are open to high school graduates who enter with two units in Latin.

Courses 110, 304, 403, 404 are given in English and are open to students who have not had any Latin.

100—Cicero's Orations Against Catiline; Latin Prose Composition. (3).

101—Advanced Latin Grammar and Composition. (3).

This course will include the orderly presentation of the essential facts of the grammar, the translation of connected English into idiomatic Latin, and the study of the style and structure of Latin discourse.

102—Cicero Pro Marcello, Pro Archia, Pro Lege Manilia. (3).

103—Vergil's Aeneid, three books. (3).

110—Greek and Roman Mythology. (3).

Lectures, library assignments, scrap-book work, dramatization. Course given in English. Open to students not taking Latin.

120—Ovid—Selections from Metamorphoses, Fasti, Tristia. (3).

121—Livy—Parts of Books XXI-XXII. (3).

A study of Livy's style and peculiar treatment of a narrative as a historian.

122—Cicero's Essays. *De Amicitia. De Senectute.* (3).

200—Pliny's Letters. (3).

201—Plautus' *Captivi*, with a study of Roman Comedy, its relation to Greek and to modern comedy. (3).

202—Vergil. Books VI-XII of *Aeneid*. (3).

203—Advanced Latin Grammar and Composition. (3).

A continuation of Latin 101.

300—Horace's *Odes* and *Epodes*. (3).

301—Tacitus' *Agricola*. (3).

302—Cicero's Letters. (3).

303—Terence's *Phormio*, with attention to Roman manners, and to structure of Roman comedy. (3).

304—Roman Public and Private Life. (3).

An outline of Roman history in Later Republic and in the Augustan Age, giving the setting for careers of prominent Romans. The course is designed as a background for all courses in Roman literature, and is open to students who have had no Latin.

400—Catullus, with attention to the development of the Latin lyric. (3).

401—Teaching Caesar. (3).

This is a course for the organization of the vocabulary and syntax of Caesar; the geography and history connected with the Gallic war; a type study of the Battle of Alesia; of the material selected for reading in the second year of high school. In this course the students are required to read widely in the writings of Caesar and to become familiar with his career.

402—Materials and Methods in Latin. (3).

The organization of the Latin course in high school, dealing with the acquisition and presentation of materials, aims, values, features of classroom practices, reference books, devices, correlation. Required for major in Latin.

404—Greek and Roman Art. (3).

This course will enable the Latin teacher to know and make available to students a large body of material in foreign and American museums.

408—The Mediterranean World. (3).

This course is a survey of the historical civilization, with special emphasis for Latin teachers.

Students who major in Latin are required to take thirty-six quarter hours of Latin, twenty-seven of which must be in the Latin language and eighteen hours of which must be chosen from courses numbered from 200 or above. A group major may consist of twenty-seven hours in Latin and nine in French or Spanish. In this combination, eighteen hours must be from courses in Latin numbered 200 or above.

FRENCH

100, 101, 102—First Year French. (3, each quarter).

Pronunciation, grammar, content reading.

Open to students who have had no French.

200, 201, 202—Second Year French. (3, each quarter).

Vocabulary building, content reading.

300, 301, 302—Masterpieces of French Literature. (3, each quarter).

400, 401, 402—French Drama**. (3, each quarter).

403, 404, 405—French Novel**. (3, each quarter).

406, 407, 408—Survey of French Literature**. (3, each quarter).

SPANISH

106, 107, 108—First Year Spanish. (3, each quarter).

Pronunciation, grammar, content reading.

Open to students who have had no Spanish.

206, 207, 208—Second Year Spanish. (3, each quarter).

Vocabulary building, content reading.

306, 307, 308—Masterpieces of Spanish Literature. (3, each quarter).

409, 410, 411—Spanish Drama***. (3, each quarter).

412, 413, 414—Spanish Novel***. (3, each quarter).

415, 416, 417—Survey of Spanish Literature. (3, each quarter).

Ed. 410—Materials and Methods in Teaching Modern Languages. (3).

Department of Home Economics

Miss Henderson, Miss Chappell

The Department of Home Economics desires to be of service to two classes of students: First, to those who are preparing to teach Home Economics in the elementary and secondary schools of the State; second, to those who desire to take some Home Economics courses for their own benefit.

Students in foods courses provide white smocks and white head bands for laboratory. Students in clothing courses provide materials subject to approval of instructor.

It is recommended that students majoring in Home Economics take the following courses: 100, 101, 102, 204, 205, 206, 300 or 302, 301, 304 or 306, 307, 407, 410, and 411.

Any courses offered may be counted as credits on a major except 103, 104, and 105.

Home Economics 408 and 412 are also required of students majoring in this department, but they may be counted as credits in education. Students

majoring in Home Economics are advised to take a major or first minor in chemistry, or in chemistry and biology combined.

The following courses in Home Economics have no special prerequisites and are open to all students: 100, 102, 103, 104, 105, 204, 303, 307, 407, 410, 411.

TEXTILES AND CLOTHING

100—Art and Design. (3). Miss Chappell.

The aim of this course is to give some appreciation of the principles of design and color theory. Simple problems in design, color, and craft-work give opportunity for practical application of the principles studied.

Text: Goldstein and Goldstein, *Art in Every Day Life*. One single and two double periods a week.

101—Elementary Clothing. (3). Miss Chappell.

Fundamental principles of garment construction, with special attention to problems in fitting. Construction of cotton and linen dresses. Study of alteration of commercial patterns, the clothing budget, ready-made undergarments, and the sewing machine.

Prerequisite: Home Economics 100. One single and two double periods a week.

102—Textiles. (3). Miss Chappell.

An intensive study of textiles, including the history, source, culture, and manufacture of the principal fibres; analysis of the weaves and the testing of various materials.

Text: Woolman and McGowan, *Textiles*. Two single and one double period a week.

103—Short Course in Clothing. (1). Miss Chappell.

A study of clothing selection, the clothing budget, ready-made clothing, care and laundering of clothing, merchandising problems. No construction. No prerequisites. Not open to Home Economics majors or those who have had 101, 300, or 302. One single period a week.

300—Dressmaking I. (3). Miss Chappell.

Problems in wool dress construction. Use and adaptation of commercial patterns. Children's garments.

Prerequisites: Home Economics 100, 101. One single and two double periods a week.

302—Dressmaking II. (3). Miss Chappell.

Problems in silk dress construction.

Prerequisites: Home Economics 100, 101, 300, and 301. One single and two double periods a week.

303—Millinery. (3). Miss Chappell.

The making and trimming of simple hats.

No prerequisites. One single and two double periods a week.

FOODS AND NUTRITION

104—Short Course in Foods. (1). Miss Henderson.

A study of the selection and preparation of food, with special emphasis on the selection. No prerequisites. Not open to Home Economics majors or those who have had 204 and 205. One single period a week.

204—Food Preparation and Selection. (3). Miss Henderson.

A study of the various common food materials as to composition, selection, cost, and the fundamental processes of cookery.

Text: Matteson and Newlands, *Laboratory Manual of Foods and Cookery*. One single and two double periods a week.

205—Home Cookery and Table Service. (3). Miss Henderson.

The planning, preparation, and serving of meals in the home.

Prerequisite: Home economics 204.

Text: Bailey, *Meal Planning and Table Service*. One single and two double periods a week.

206—Elementary Nutrition. (3). Miss Henderson.

A study of the nutritive value of food and of the factors influencing the body food requirements.

Text: Rose, *Foundations of Nutrition*. Three single periods a week. as much as possible. Three single periods a week.

304—Demonstration Cookery. (3). Miss Henderson.

This course affords students practice in giving demonstrations in cookery. It also includes some study of the organization and judging of club contests.

Prerequisites: Home Economics 204, 205, and 206. One single and two double periods a week.

306—Nutrition. (3). Miss Henderson.

A study of the physiology and chemistry of digestion and metabolism, with emphasis on the nutritive values of food for the individual throughout infancy, childhood, adolescence, adult life and old age and planning dietaries for the family.

Prerequisites: Home Economics 206; Chemistry 204 and 205.

Texts: Sherman, *Chemistry of Food and Nutrition*; Rose, *Laboratory Handbook for Dietetics*. One single and two double periods a week.

HOME ADMINISTRATION

105—The Scope of Homemaking. (1). Misses Henderson and Chappell.

The aim of this course is to acquaint the student with breadth of the field of Home Economics and the opportunities open to women therein. It is especially recommended to freshmen undecided as to a major.

Text: McDonald and McDonald, *Homemaking*. One single period a week.

301—House Furnishing. (3). Miss Chappell.

Principles of design and color theory applied to the house.

Prerequisite: Home Economics 100.

Text: Goldstein and Goldstein, *Art in Every Day Life*. One single and two double periods a week.

307—The House. (3). Miss Henderson.

The mechanics of the household, including the selection, placing and care of household equipment; the sanitation of the house.

Text: Balderston, *Housewifery*. One double and two single periods a week.

407—Home Management. (3). Miss Chappell.

A study of the home as a social and economics institution. Three single periods a week.

410—Child Development. (3). Miss Henderson.

The development of the infant and pre-school child, with emphasis on physical, social, emotional, and mental growth. Contact with children is provided through the lower grades in the Training School and in homes as much as possible. Three single periods a week.

411—Home Nursing. (3). Miss Chappell.

Home hygiene, simple home care of the sick and first aid. It is desirable that physiology precede this course.

Text: Aiken, *Home Nurse's Handbook of Practical Nursing*; Parallel reading in Red Cross Textbook on Home Hygiene and Care of the Sick. Three single periods a week.

HOME ECONOMICS EDUCATION

408—Materials and Methods in the Teaching of Home Economics. (3). Miss Henderson.

The course of study: Lesson planning; textbooks, reference books, tests and measurements, illustrative material.

Text: Brown and Haley, *The Teaching of Home Economics*.

Prerequisites: Home Economics 308, 408. Parallel: Home Economics 412.

412—Supervised Student Teaching in Home Economics. (3). Miss Henderson.

This course includes twelve weeks of supervised observation and teaching in the Training School. Seniors who have majored in Home Economics should make arrangements for scheduling this course at the beginning of the fall quarter.

Prerequisites or parallel: Home Economics 408. Parallel: Home Economics 409. Any quarter. Five periods a week.

Division of Industrial Arts

Mr. Pleasants

100, 101, 102—General Woodworking. (3, each quarter).

This course will include a study of the use of all the ordinary bench tools; the structure and uses of our common woods; the composition and use of wood finishes; the reading and execution of simple working drawings and blueprints.

One recitation and four shop periods per week. Three quarters.

103, 104, 105—Mechanical Drawing. (3, each quarter).

Text: Engineering Drawing—French.

Necessary equipment: One HB pencil, art gum, lettering pen and bottle of black India ink. Instruments are furnished by the department.

This course is designed for teachers of Manual Training in public schools who desire a drill in the fundamentals of drafting, and for students who have had no definite instruction in mechanical drawing.

This course includes a study of the following topics: Use of instruments; applied geometry; lettering; sketching; projection and relation of views; developed surfaces and solids; isometric projection assembly and detailed drawings; tracings and blueprints.

One recitation and four shop periods per week. Three quarters.

110—Plastic Art. (2).

Four shop periods a week.

200, 201, 202—Furniture Construction. (3, each quarter).

Text: Library references.

This course includes a study of the principles of furniture design; making a complete working drawing from sketches; construction of a rather elaborate piece of furniture; a study of school shop equipment.

Among the projects constructed in this class have been library tables, dressing tables, cedar chests, kitchen cabinets, book cases, and phonograph cabinets. Students will be allowed the use of power machinery, thus giving them actual experience in millworking and permitting of a larger output.

One recitation, four shop periods per week. Three quarters.

206, 207—Art Metal Work. (3, each quarter).

Text: Art Metal Work—Payne. Lectures and library references.

Projects: Desk sets, trays, book-ends, vases, bowls, etc.

One recitation and four shop periods per week. Three quarters.

300, 301, 302—Essentials of Design in Industrial Art. (3, each quarter).

Texts: Industrial Arts Design—Barnum. Essentials of Design—Bonser and Mossman. Library references.

One recitation, four shop periods per week.

Prerequisites: Industrial Arts 101, 102, 103. Three quarters.

304, 305—Architectural Drawing. (3, each quarter).

Prerequisite: I. A. 103, 104, 105.

An advanced course in drafting which will be devoted entirely to a study of practical architectural work. Typical house plans, elevations and details will be studied, each student completing an entire set of blueprints for at least one building.

One recitation, four shop periods per week. Two quarters.

306, 307—Constructive Carpentry. (3, each quarter).

Text: Library references.

The purpose of this course is two-fold: First, to develop a plan of correlation between the Agriculture and Industrial Arts; and, second, to give some practical experience in building construction. Throughout this course special instruction will be given on what constitutes good construction in the various elements of building. The lectures and demonstrations will include the various types of structures, sources and kinds of materials, and standards of workmanship. Briefly outlined, the course includes foundations, sill and floor construction, wall framing, study of the steel square, roof framing, inside and outside trim. The processes will be carried out on actual construction work. These courses also cover house planning and equipment.

One recitation, four shop periods per week. Two quarters.

310—Upholstering. (3).

One lecture, four shop periods per week.

311—Bookbinding. (3).

One lecture, four shop periods per week.

As a minimum requirement of this course, the material for twelve books is to be collated, repaired and bound so as to produce twelve finished volumes.

312—Bookbinding. (3).

One lecture, four shop periods per week.

This course consists of intersectional sewing and completing all necessary operations to make twelve completely and permanently bound volumes of magazines, abstracts or pamphlets.

313—Bookbinding.

One lecture, four shop periods per week.

This course consists of the study of design in book covers; making scrap books; designing memory books; mastering the technique of gold stamping, and making all necessary equipment to carry on bookbinding by students in high school.

400—Materials and Methods in Industrial Arts. (3).

Text: Library references.

408, 409—Woodcarving. (3, each quarter).

One recitation, four shop periods per week. Two quarters.

Department of Mathematics

Mr. Locke, Miss Shuler

100—Solid Geometry. (4).

A study of planes, polyhedrons, cones, cylinders, and spheres. Open to those who do not offer solid geometry for entrance.

101—College Algebra. (3).

The fundamentals of algebra from the college viewpoint; introductory theory of equations; determinants; binomial theorem; progressions; permutations and combinations.

101a—College Algebra. (3).

Continuation of 101. Students with two units of high school algebra should enter this course.

102—Trigonometry. (3).

The solutions of right and oblique triangles; identities, equations and applications.

110—The Teaching of Arithmetic. (3).

The general principles underlying the teaching of school arithmetic; the subject-matter content of the course of study; the proper grading of the materials of the course of study; special methods of teaching the topics of arithmetic.

200—Plane Analytic Geometry. (3).

Cartesian plotting; the straight line; the circle; introduction to conics.

201—Plane Analytic Geometry. (3).

Continuation of 200. The conics continued; transformations of co-ordinates; polar co-ordinates; transcendental curves.

202—Solid Analytic Geometry. (3).

Cartesian co-ordinates in space; the plane; the straight line; quadric surfaces.

300—Differential Calculus. (3).

Fundamental differentiations; differentials; maxima and minima problems; rate problems; indeterminate forms.

301—Calculus. (3).

Continuation of 300. Forms of integration; the definite integral; integration as a process of summation.

302—Integral Calculus. (3).

Continuation of 301. Forms of integration completed; partial differentiation; infinite series; multiple integrals.

400—Differential Equations. (3).

Ordinary and partial differential equations with their physical, geometrical and mechanical applications.

400a—Differential Equations. (3).

Continuation of 400.

401—College Geometry. (3).

Advanced methods applied to plane geometry. The triangle, theorems of Menelaus and Ceva; pole and polar; inversion; cross ratio.

401a—College Geometry. (3).

Continuation of 401.

405—History of Mathematics. (3).

A careful study of the history of elementary mathematics.

409—The Teaching of Junior High School Mathematics. (3).

A course in the organization of the mathematics course in the junior high school; methods and devices of instruction.

410—Materials and Methods in High School Mathematics. (3).

A course in organization and correlation of the mathematics of the high school.

NOTE: Credit will not be allowed for both 409 and 410.

Division of Music

Mr. Austin

All students working for credit in Music 180, 181, 182, 220, 221, 222, 330, 331, 332, and 350, 351, 352 are required to participate in all public performances of these groups.

110—Foundation Work in Music. (2).

Singing easy songs, rudiments, sight reading, ear training. Three hours per week. Prescribed in Curriculum C.

111—Singing-Reading. (2).

Development of tonal vocabulary, chromatics, major and minor scales, intervals, sight reading. Three hours per week. Prescribed in Curriculum C.

112—Sight Singing and Theory. (2).

Song singing, three and four parts, interval and chord study, dictation work, sight reading exercises. Three hours per week. Prescribed in Curriculum C.

150, 151, 152—Piano. Intermediate. Individual lessons. (2). Special fees.

160, 161, 162—Violin or Other Orchestral Instruments. Individual lessons. (2). Special fees.

180, 181, 182—Class Instruction. Band and Orchestra Instruments. (2).

Group method of study and teaching of band and orchestral instruments. Prerequisite: Music III or its equivalent. Fee, 75 cents to \$1.50 per quarter. One lecture and one double period per week.

200, 201, 202—Elementary Harmony. (3).

Fall, winter, and spring quarters. Scales, intervals, chords, triads, sevenths and ninths with their inversions, dictation and ear training work, harmonizing given melodies and bases, keyboard work. Prerequisite: 112 or its equivalent.

Text: Approach to Harmony—MacConathy.

220, 221, 222—College Chorus and Glee Club. (1).

Fall, winter, and spring quarters. Choruses and part songs from the standard light and grand operas. Two hours per week. Fee, 75 cents.

235—Community and Assembly Song Directing. (2).

Flow of rhythm, creative rhythms, song cycles, history and technique of the baton, mass conducting, choral conducting, stunt songs and social mixers, novelties and musical sketches. Each student will conduct the class. Original work. Bibliography and list of suitable material. Two hours per week. Fall and spring quarters.

330, 331, 332—Advanced Band and Orchestra. (2).

Class instruction. Standard overtures, suites and symphonies are studied. Prerequisite: Music 182 or equivalent. Fee, 75 cents to \$1.50 per quarter. One lecture and one double period per week.

350, 351, 352—Ensemble Singing. (2).

Mixed voices, sacred and secular music, a cappella singing. Cantatas, operettas, oratorios, operas and biographies of their composers studied. Song repertoire for choral clubs. Public performances. Fee, 75 cents every quarter. One lecture and one double period per week.

400—History of Music. (3).

The different periods or epochs in the development of music are studied. The laboratory plan is followed. Much music representative of the various epochs is heard through the Orthophonic. Fall quarter. Three periods per week.

401—Biography of Composers.

The great classic, romantic, and modern composers, together with their compositions, are studied. Much of their music is heard through the Orthophonic. Winter quarter. Three periods a week.

402—Music Appreciation. (3).

A course for any who are interested in the aesthetic values of music; also its correlation with literature. Spring quarter. Three periods a week. 8:00, M. W. F.

Physical Education

Mr. Curlin, Mrs. Blackman

Physical Education is required in the schools of Tennessee. All freshmen and sophomores of the Teachers College are required to take physical education two hours per week unless excused on a physician's certificate. Six quarters' work in physical education is required for graduation. Three of these must be Physical Education 100, 101, 102.

Courses are planned with the following aims: (1) To furnish healthful exercise and recreation; (2) to meet the demand of all elementary and high school teachers conducting certain classes in physical education; (3) to train men and women as leaders in physical education, physical directors and coaches.

Special arrangements will be made for those who are physically unable to take the regular courses in physical education. Beginning students in this group are required to register for Physical Education 100a and must report to the gymnasium, where special assignments will be made.

Women taking work in physical education must provide tennis shoes and regulation uniforms; men must provide white athletic shirts and white trunks, and rubber shoes.

Physical examination will be required of all students at the beginning of the fall quarter, and the physical education program will be adapted to the students' needs.

100, 101, 102—Physical Education. (1, each quarter).

Elementary work in marching, calisthenics, rhythmical games, plays and activities providing exercise. Required of all freshmen. Three quarters, two hours per week.

100a—Special assignments for those unable to take the regular courses in physical education.

103—Rural School Activities. (1).

Organized ball games and activities providing exercise and recreation suitable for rural schools. Rainy day programs for indoor games will be given. Two periods a week.

107—Tennis. (1).

Credit for beginners only.

200, 201, 202—Physical Education. (1, each quarter).

Course planned mainly for sophomores. A continuation of 100, 101, 102, giving activities suitable for high schools.

204—Singing Games. (1).

205—Coaching of Competitive Games. (1).

This course will give a theoretical and practical knowledge of coaching the four major sports—football, baseball, basketball, and track. This course will not be given unless sufficient number register to justify it.

206—Plays and Games. (1).

Mass and group games for all ages.

207—Playground Methods and Activities. (3).

Given in spring quarter.

208a, 208b, 208c—Folk Dancing. (1, each quarter).

Three quarters. Two periods a week.

209—Community Recreation. (1).

A course involving games, recreation, and social activities for community meetings.

210—Teaching Physical Education. (3).

A course in teaching and organization of physical education for elementary and high schools.

209a—Twilight Recreation and Story Telling Hour on the Campus.

Two periods a week. No credit.

Department of Physical Science

Mr. Hayden, Mr. Lane, Mr. Snyder

CHEMISTRY

100, 101—General Chemistry. (4, each quarter).

Text: McPherson and Henderson, *General Inorganic Chemistry*. A course open to freshmen. This course includes a study of fundamental laws and principles, the working of problems based upon these principles, the metals and non-metals, etc. Due emphasis is given to the relation of chemistry to other science subjects. Two lectures and two laboratory periods a week.

102—A continuation of Course 101. (4).

The last six weeks is given to an elementary course in qualitative analysis. Two lectures and two laboratory periods a week.

105, 106—Applied Chemistry. (2, each quarter).

Text: Beery, *Chemistry Applied to Home and Community*. This course is open to elementary students who are definitely interested in agriculture, home economics, and biology. It may be taken by those who have had Chemistry 100 or its equivalent. Lectures and laboratory work.

200, 201, 202—Qualitative Analysis. (4, each quarter).

Text: Curtman, *Qualitative Analysis*. A comprehensive study of metal ions, acid ions, alloys, ores and minerals. The theory includes ionization, hydrolysis, solubility, product, complex ions, and oxidation and reduction reactions. Prerequisites: General chemistry, one quarter of college algebra, with a working knowledge of logarithms. Two lectures and two laboratory periods each week.

300, 301, 302—Organic Chemistry. (4, each quarter).

Text: Norris, *Organic Chemistry* (revised edition). A study of aliphatic and aromatic carbon compounds. This course is quite necessary for advanced study of foods. Two lectures and two laboratory periods a week. Prerequisites: Chemistry 100, 101, 102 or equivalent.

310, 311 and 312—Physical Chemistry. (4, each quarter).

Text: Millard, *Physical Chemistry for Colleges*. Theory and laws with many problems. Two lectures and two laboratory periods a week.

400, 401 and 402—Quantitative Analysis. (4, each quarter).

Text: Fales, *Quantitative Analysis*. A practical course in gravimetric and volumetric analysis. Chemical factors, calibration of weights and volumetric apparatus, precision, solubility, product, principle, oxidation and reduction reactions, etc., are taken up with laboratory problems and assignments. Two lectures and two laboratory periods a week. Prerequisites: College algebra and trigonometry and Chemistry 200, 201 or its equivalent. Offered every other year.

403—Materials and Methods in Science. (3).

No special text. A course for high school science teachers. A survey of sciences taught in West Tennessee high schools. Particular attention is

given to aims and place of general science. Types of science, tests, kinds of laboratory work, and laboratory equipment are also considered. This course is open to science majors. Three lectures and recitations a week.

PHYSICS

100—Mechanics. (4).

Text: Stewart, Physics. Fundamental principles and laws and many problems. Open to all students who have had or are taking trigonometry. Two lectures and two laboratory periods per week.

101—Heat and Light. (4).

Continuation of 100.

102—Sound, Magnetism and Electricity. (4).

Continuation of 101. Text and prerequisites same as for 100.

200 Dynamics. (4).

Text: Anderson. Offered at the request of six or more students. Prerequisites: One year college mathematics and one year of college physics.

201—Advanced Heat and Light. (4).

A continuation of Physics 200.

202—Advanced Magnetism and Electricity. (4).

A continuation of Physics 201.

Department of Social Science

Mr. Scates, Mr. Johnson, Mr. Lagrone, Miss Robertson, Mr. Robison, Mr. Snyder

HISTORY

101—Medieval History: Early Middle Ages. (3).

Europe from the break-up of the Roman Empire through the Crusades; including the Germanic invasions, the formation and development of the national states; the rise of the Christian Church; the Byzantine Empire; the rise of Islam; Feudalism; the Crusades.

102—Medieval History: The Later Middle Ages. (3).

From the Crusades through the fourteenth century; the national monarchies and the rise of nationalism; the expansion of Christian Europe and the growth and influence of the Papacy; the great achievements of the thirteenth century, culminating in the Renaissance; geographic discovery and expansion.

103—Modern European History. (3).

European history from 1500 to 1789. A study of the Commercial Revolution, the culture of the sixteenth century and the forces that culminated in the Protestant Revolt and the Catholic Reformation; the rise of Russia and of Prussia; the triumph of parliamentary government in England.

200—Foundations of American Nationality. (3).

Text: Harlow, Growth of the United States. Courses 200, 201, 202 represent the standard college survey course in the whole field of American history. Course 200 extends from the European background of the fifteenth century to the close of the Federalist regime.

201—Development of American Nationality. (3).

Text: Harlow, Growth of the United States. From 1800 to the end of the Reconstruction Era.

202—United States History Since Reconstruction. (3).

Text: Harlow, Growth of the United States. Subsequent history of the United States to the present.

301—The French Revolution and the Napoleonic Era. (3).

The old regime and the background and causes of the French Revolution. The revolution, the rise of Napoleon, the fall of the first French Empire, and the work of the Congress of Vienna.

302—European History, 1815-1912. (3).

From the Congress of Vienna to the Balkan Wars. The overthrow of the system of Metternich; France to the Third Republic; the unification of Italy and Germany; democracy in England; Russia; the emergence of the Balkan nations. A careful survey also of the scientific, social and economic factors in the European development.

303—Recent European History. (3).

The expansion of Europe in Asia and in Africa; Imperialism and the near eastern question as the background of the World War; the alliances and the diplomatic background of the World War; the World War; the conference of Paris; the Russian Revolution of 1917; international conditions after the World War.

304—The Renaissance and Reformation. (3).

Text: Hulmes, Renaissance and Reformation. Summer quarter.

309—The Teaching of History in the Elementary Grades. (3).

Text: Kely, Teaching American History in the Middle Grades of the Elementary School. The Tennessee Course of Study in the social sciences will be examined carefully and the textbooks used will be organized for teaching purposes. Exhaustive material for oral presentation will be prepared.

311—The History of Latin America. (3).

A survey course in the origin and development of the States of South and Central America. Open to juniors and seniors.

312—The History of the Foreign Policy of the United States. (3).

A rather intensive study of the diplomatic history of America. Open to juniors and seniors.

313—Great Americans.

Text: Dodd, Statesmen of the Old South. Each student makes an exhaustive, critical study of some outstanding American and makes a full report to the class. The student must defend his paper in detail before the class. Outstanding leaders in South and Central America will be included. The course is intended to give an intensive review of the whole field of American history from the biographical standpoint. Open to juniors and seniors.

400—The Constitutional Period of American History. (3).

Text: Farrand, *The Framing of the Constitution*. An intensive study of the forces, persons, and ideals that entered into the drafting and ratification of the Constitution. Source materials, lectures, reports, and discussions. Open to juniors and seniors.

402—Materials and Methods in High School History. (3).

This course will deal with the aims, choice of materials, organization and methods in high school and junior high school instruction in history and social science.

403—Tennessee History. (3).

A library course affording an intensive study of Tennessee history. The course will center around men and movements important in national and sectional as well as in local history.

GEOGRAPHY

110—General Geography. (3).

An introductory survey of man's occupation and utilization of the earth. The leading activities of man throughout the various regions of the world will be studied and interpreted in the light of his natural environment. Fee, 50 cents.

111—Economic Geography of the United States. (3).

A study of the geographic factors involved in the production, transportation, consumption, and conservation of the leading commercial products of the United States.

Topics for study: Food resources, including cereals, vegetables, fruits, and animals; basic minerals; sources of power; paper and woodworking industries; textile industry; leather and rubber; and chemicals.

Classroom instruction supplemented by the use of lantern slides and three field trips to industrial plants in the city. Fee, 50 cents.

112—Economic Geography of Foreign Countries. (3).

This course is a continuation of Geography 111 and treats of the same topics in a similar way in foreign countries.

210—Physiography. (4).

A course of practical value to teachers of geography and other related sciences, consisting of a study of the land forms, their changes, and their influence on man.

Topics for study: Physiographic regions of the United States; relief features of the earth; changes of the earth's surface due to internal and external forces; life in mountains and plains; coast lines and harbors; materials of the earth and their influence on the distribution of population.

211—Climate and Man. (4).

A course dealing with climate and climatic factors and the influence of each on man.

Topics for study: Nature and composition of the atmosphere; temperature and temperature belts; high and low pressure belts; world winds and their causes; amount, distribution, and causes of rainfall; weather forecast-

ing; life in the different heat zones and the density of population in each; effects of same on vegetation; waves, currents, and tides.

212—Materials and Methods in Geography. (4).

Prerequisite: Three quarters work of college geography.

A course dealing with the teaching of geography in the grammar grades.

Emphasis will be placed on special methods of selecting, grading, organizing, and presenting geographic material for effective use in the grammar grades.

215—South America. (3).

A study of the economic regions of the continent with special emphasis on Argentina, Brazil, and Chile. Trade relations will also be stressed.

Topics for study: Historical background and discovery; natural geographic regions; climatic conditions; development of the people; economic products by political divisions.

310—Geography of Tennessee. (3).

A study of the geographic regions of Tennessee, topography, resources, industries, and population. Comparisons with adjacent states will be made and possibilities for future development will be stressed.

The individual problem method is a leading feature of the course.

311—Anglo America. (3).

Prerequisite: Geography 210 and 211 or equivalents.

A study of the leading activities in each of the major geographic regions of the continent, covered from the point of view of the natural environmental complex. Interrelations among regions will be stressed.

312—Historical Geography of the United States. (3).

Prerequisite: Three quarters work of college geography.

A study dealing with the geographic conditions which have influenced the course of American history.

Topics for study: European background of American history; geographic influences in the discovery, exploration, and settlement; the expansion of the American people across the continent, in the Pacific, and in the Gulf and Caribbean region; geographic influences of coast lines and inland waterways; influence of geography in the Civil War; geographic laws and their influence on cities and American destinies.

410—Western Europe. (3).

Prerequisite: Three quarters work of college geography. A course dealing with the relationships between the people of a particular region and their natural environment; the interrelations among unit areas; and the geographic aspects of European participation in world affairs.

Topics for study: A brief survey of the continent, England: northeastern metallurgical area, northwest industrial area, Sheffield and Birmingham areas, the woolen and cotton districts, agricultural England, greater London. The central valley of Scotland, Southern Wales, and Ireland. France: Paris and the Paris Basin, the Vosges, Alsace-Lorraine, the Rhone-Saone valley, the Mediterranean region, the basin of Aquitaine, the central plateau, and the Armorican peninsula.

411—Central and Eastern Europe. (3).

This course is a continuation of Geography 410.

Topics for study: Belgium, Holland, Denmark, Scandinavia, and Finland. Germany: North German plain, central highlands, middle Rhine plain, Main and Nechal area, Black Forest, and Bavaria. Russia, new Baltic states, Poland, Rumania, Carpathian lands, middle Danube plain, the Alpine region. The Balkan, Italian, and Iberian peninsulas.

412—Asia. (3).

Prerequisite: Three quarters work of college geography.

A rather detailed study of the geographic regions of India, China, and Japan, and a brief survey of the other regions of the continent.

Emphasis will be placed on the cultural and natural features which in association characterize each region, comparison of regions and the utilization of land and resources of each, and personal achievement in regional technique.

SOCIAL SCIENCES

305—Sociology. (4).

A course in the principles of sociology and American social problems. The home as the fundamental unit of society; the problems of the modern family; immigration, the Negro, dependency, city, rural, and other problems will be studied.

306—Economics. (Formerly 303.)

Text: Johnson, *Introduction to Economics*.

This course deals with the laws and principles of economics; the factors in production and distribution, value and price, money and credit, exchange, tariff and the influence of monopoly.

308—American Government and Politics. (4).

Text: Beard, *American Government and Politics*.

This course seeks to give a broad understanding and appreciation of the problems, mechanics and practices of American Democracy, national and local. Prerequisites, History 200, 201 and 202.

**HONOR ROLLS FOR THE SPRING QUARTER, 1933,
AND THE FALL AND WINTER QUARTERS,
1933-1934**

SPRING, 1933

Adler, Justin C.
Hill, Mairiene
Cleveland, E. A.
Sisco, Paul
Taylor, Edward L.
Patton, Evelyn J.
Dickey, Virginia
Bright, Janice
Cook, Doris
Mayne, Ruth
Simonton, Anna
Hoofman, Jewel D.
Kasselberg, Lyman
Adams, Mary O.
Baum, Mrs. Vernon
Beaudoin, Kenneth
Burkett, Mazie
Davis, Wilbur
Haley, Mrs. Mary T.
McDonald, Katherine
Rogers, Elizabeth
Bridges, James T.
Hamner, Helen W.
Hayden, Mary R.
Scaife, Julia
Flaherty, Isabelle
Reinhardt, Ruth

Cothran, Lorice
Ford, Helen
Fulling, Katherine
Henderson, James
Kail, Thelma H.
Landis, Eleanor R.
Lanier, Eleanor
Lockwood, Celeste
McDonald, John C.
Morwood, Fern L.
O'Donnell, George M.
Pearce, Margaret M.
Rives, Mrs. Rana E.
Rubenstein, Harry
Stafford, Sara
Stricklin, Willie B.
Williams, Dorothy
Carter, Mrs. Lillian
Ingram, Minnie L.
Lovejoy, William M.
Porter, Alva
Reich, Violet J.
Scheinberg, Dena
Turner, Margaret S.
Wilson, Thelma
Chace, Alice B.
Guy, George

FALL, 1933

Williams, Dorothy M.
Beaudoin, Kenneth
Cleveland, E. A.
Trudel, Margaret
Cammack, Evelyn
Grooms, Mildred
Harrison, Annie P.
Headden, Mrs. Ruth
Klibanoff, Eugene
Patton, Evelyn J.
Turner, Margaret
Haaga, Paul G.
Hayden, Mary R.
Mayhall, Flora
Hugo, Marjorie
Lanahan, Bonnie
LeDuke, James

Strong, Frances
Witt, Mary
Ball, Clyde
Davis, Wilbur L.
Ford, Helen
O'Donnell, G. Marion
Patty, Catherine
Baker, Mary E.
Dickey, Virginia
Henderson, James E.
Sugg, Dorothy
Chandler, Juanita
Jones, Joe W.
Keltner, Myrtle
Whitaker, Mrs. Martha H.
Bornstein, Sarah R.
Hill, Mairiene

Kidd, S. E.
 Bridges, James T.
 Burkett, Mazie
 Cammack, Corrie C.
 Carter, Mrs. Lillian

Flatt, Mary V.
 Hopper, G. R.
 Reinhardt, Ruth C.
 Whitaker, Martha C.

WINTER, 1934

Dickey, Virginia
 Mayhall, Flora
 Haaga, Paul G.
 Hoepfner, Theodore
 Cammack, Evelyn
 Headden, Mrs. H. C.
 Patty, Catherine
 Grooms, Mildred
 Hill, Mairiene E.
 Cleveland, E. A.
 Hewlett, Pierce
 Anderson, Bernice
 Reinhardt, Ruth C.
 Strong, Frances
 Witt, Mary
 Beaudoin, Kenneth
 Bornstein, Ruth S.
 Lockwood, Celeste E.
 Lovejoy, William M.
 Simonton, Anna
 Cammack, Corrie C.
 Carter, Mrs. Lillian
 Hayden, Mary R.
 Sugg, Dorothy
 Adams, Mary O.
 Burkett, Mazie
 Henderson, James E.

Yates, Mabel
 Goddard, Ruth
 Lanahan, Bonnie
 Moose, Ruth E.
 Patton, Evelyn J.
 Williams, Dorothy M.
 Baum, Mrs. Vernon
 Chandler, Juanita
 Klibanoff, Eugene
 Scaife, Julia B.
 Thorn, Elizabeth B.
 Whitaker, Mrs. Martha H.
 Bailey, Martha Lee
 Fleer, Kenneth B.
 Goad, Ima
 Hugo, Marjorie
 Porter, Loretta
 Western, Mattyle B.
 Cothran, Lorice
 Dunagan, T. Louise
 Lingenfelder, Laurine
 Mayne, Ruth
 Stricklin, Willie B.
 Whitaker, Martha C.
 White, Ola D.
 Woodbury, Sara M.

Names appear in order of rank in honor points and alphabetically in case of tie.

Winner

Women's Association Prize, 1932-1933

Alice Chace

JUNE, 1933, GRADUATES

Albert Lafayette Ball
 Herbert A. Baskin
 Virginia B. Beaver
 Edward Eugene Bence
 Thelma Hirschmann Bollinger
 Katherine Estelle Campbell
 Louise Campbell
 Alice Betsy Chace
 Kathryn Worthington Cooper
 Laura Adeline Curry
 Evelyn Davis
 Mamie Belle DeLoach

Hallie Johnson Douglass
 Annie Harbert Durham
 Annah Lee Early
 Marguerite Farnham
 Elinor D. Faxon
 Isabelle Marie Flaherty
 John Laurence Freeze
 Mamie Esther Fultz
 Harriet Goshorn
 Frances Joyce Graham
 Louise Graves
 Sarah Elizabeth Griffith

Eugenia Grismore
James B. Gullett
Fredda Lucretia Gustavus
Helen Wynne Hamner
Mac Harris
Flora M. Hart
Maurice E. Haste
Olim Phillip Heffington
Lucene Herbert
Jewel Dortch Hoofman
Earl C. Howell
Fern Howell
Edward G. Humphreys
Agnes Barrington Hunter
Anna Lucy Ingram
Lee Jaggars
Samuel Reid Johnson
Thelma Helen Kail
Margaret Honora Kelly
Clara Kirkpatrick
Eleanor Rhea Landis
Brown Lewis
Alice Louise Livermore
Alfred Edward McClain
Ruth Elizabeth Miller
Annebel Moore
Annie Sue Morris
Rebecca Townley Morton

Ralph Moose
Sophia Mount
Jewel Gray Parker
Annie Ruth Parr
Alva Porter, Jr.
Andrew J. Porter
Maurine Patterson Quinn
Elizabeth Roberta Richey
Rana Elizabeth Rives
Martha Elizabeth Robinson
Ann Eva Russell
Meta Nicholson Russell
Mary Virginia Schwam
Mrs. R. R. Scott
J. Cecil Shofner
Myla Helen Smith
Scott Stafford
Frances D. Stockton
Flocene Strickland
Nellie B. Terrell
Florence Agnes Toulon
Maxine Tucker
Margaret Elizabeth Walker
Marian Wallace
Beverly Goodrich West
Catherine Vaughan Wise
Mary Drew Witherington

JULY 18, 1933, GRADUATES

Elizabeth Hopkins Banks
Rosa Linda Conti
Noah Thomas Hurley
O. H. Jones
Lola Moore
Yates Moore
Mrs. Elizabeth Moss
Evlyn Louise Pannill
Lucile Ferguson Pitts

Laura Sanford Sale
Louise Callis Skinner
Louise Simpson
James Madison Smith
Lucille V. Starling
M. Elizabeth Thomas
Elise Vick
Robert Enloe White
Fanny Belle Wilson

AUGUST 22, 1933, GRADUATES

Janie Laura Anding
Eula Katherine Burchett
Josephine Jones Darden
Ben Peeples Douglass
Wilhelm Eickhorst
John S. Everett
James E. Grisham
Daisy Marshall
Merwyn McQuiston

Martin C. Nichols
Kerra Owen
Justin Pitts
Louise Askew Rauscher
Kathryn C. Shelton
Edna Rivers Snipes
Sara Kathryn Stafford
Raymond G. Wilson

ENROLLMENT, 1933-1934

SENIORS

Abernathy, Stanton	Memphis	Harris, Virginia	Memphis
Acree, Jean M.	Memphis	Harrison, Vivian	Lucy
Albertine, Rose	Memphis	Hawkins, Elizabeth	Memphis
Anton, Griselda	Memphis	Hayden, Mary R.	Memphis
Armstrong, Edmund	Savannah	Heffington, Foy E.	Iron City
Austin, Louise	Lexington	Henderson, Marie	Memphis
Baker, Mary E.	Trenton	Hicks, Hattie	Brownsville
Baker, Roy	Whiteville	Hill, James W.	Memphis
Barnard, Lillie	Memphis	Hill, Mairiene E.	Memphis
Bates, Winona	Memphis	Hillsman, Jane	Trezevant
Baum, Mrs. Vernon	Memphis	Hindman, Mrs. J. H.	Bartlett
Bell, Bess	Memphis	Hinkle, John	Savannah
Bishop, Roberta	Bolivar	Holley, Hazel	Parsons
Bledsoe, Juanita	Memphis	Irving, Eleanor	Memphis
Bodamer, Gene	Memphis	Jaffe, Raye L.	Memphis
Borsa, Stanley J.	Memphis	Johnson, John T.	Moscow
Bourland, Leon	Memphis	Jones, Alma	Memphis
Breazeale, Charles S.	Memphis	Jones, Katharine	Forest Hill
Bridges, James T.	Memphis	Kahn, Constance	Memphis
Bruner, Ruth	Memphis	Kelley, Virginia	Kerrville
Bryan, Thelma	Eads	Keltner, Myrtle	Memphis
Buchanan, Rebecca	Whiteville	Kennedy, Maurine E.	Memphis
Choate, Clara B.	Memphis	Kirkpatrick, Margaret L.	Memphis
Colbrunn, Jeannette	Memphis	Lamb, Ellene	Memphis
Cothran, Lorice	Memphis	Lashlee, Veyrlene	Memphis
Craig, Marjorie	Collierville	Lewis, Cary M.	Humboldt
Curlin, Ann Elizabeth	Memphis	Lockwood, Celeste E.	Memphis
Curlin, Mary V.	Union City	Martin, Aileen	Senatobia, Miss.
Davis, Edith	Lexington	Marx, LeRue	Memphis
Davis, Gerald R.	Parsons	McCutchen, Estelle	Yorkville
Davis, Mary M.	Gibson	McDonald, John C.	Memphis
Dean, Harvill F.	Union City	McDonald, Myrtle	Memphis
DeLong, Glenda	Memphis	McGinnis, Baker	Memphis
Dodds, Jack	Morris Chapel	Meyer, Henry	Memphis
Dunagan, T. Louise	Memphis	Miles, Mrs. Mabel	Memphis
Farmer, Katherine	Memphis	Moffatt, Elizabeth L.	Memphis
Fisher, Margarette H.	Trenton	Moore, Annebel	Memphis
Fisher, Virginia	Brownsville	Moore, Helen W.	Memphis
Frost, Grace E.	Bolivar	Moore, Marjorie M.	Memphis
Graham, Ora W.	Memphis	Morris, Cornelia	Memphis
Graves, Mrs. Esther	Memphis	Morton, Mary L.	Williston
Graves, John H.	Memphis	Nichols, Eugenia	Hernando, Miss.
Green, Sarah L.	Memphis	Peery, Elihu P.	Memphis
Griffith, Helen D.	Memphis	Poindexter, Ethel E.	Ravine, Miss.
Gustavus, Roma A.	Memphis	Pope, Foy W.	Memphis
Harrell, Jack	Arlington	Quenichet, Sarah M.	Germantown
Harris, Clara M.	Toone		
Harris, H. M.	Holladay		

Regenald, Marilee Memphis
 Robertson, Annie Memphis
 Rogers, Elma Cordova
 Rogers, Elizabeth Curve
 Rowe, Marine Memphis
 Rushing, S. Janette Merigold, Miss.
 Sanders, Nell A. Memphis
 Sawyer, Mary C. Memphis
 Sealand, Burt Saulsbury
 Shepardson, Lavinia Memphis
 Simmons, D. Winton Memphis
 Simonton, Anna Covington
 Sloan, Eulalie Memphis
 Thomason, Martha J. Memphis
 Thompson, Rufus Trenton
 Treadway, Blaine E. Memphis
 Trudel, Virginia Bartlett
 Turner, Margaret S. Memphis

VanDyke, Joe C. Alamo
 Vick, Mamie H. Memphis
 Waddell, Juanita Memphis
 Walton, Mrs. Lucile Memphis
 Warr, Everett Rossville
 Welch, Phredonia E. Memphis
 Wells, Lilian Memphis
 Whitaker, Mrs. Martha H. Memphis
 Wilfong, Mary Raleigh
 Williams, Jep C. Memphis
 Williams, Margaret Memphis
 Wilson, Ashley Memphis
 Winn, Doris Memphis
 Wrenn, Willis T. Memphis
 Wright, Mrs. A. W. Selmer
 Yarbrough, Ellen J. Memphis

JUNIORS

Adams, Mary O. Brunswick
 Adler, Dorothea Memphis
 Anderson, Fay Memphis
 Anderson, Virginia L. Memphis
 Baird, Evelyn Rossville
 Barker, Gladys Memphis
 Barnard, Vera K. Memphis
 Barret, Milton P. Covington
 Barrom, Frances Locke
 Bass, Connie Humboldt
 Beasley, Peggy Memphis
 Belk, Ora G. Memphis
 Bigelow, Caroline Memphis
 Bishop, Clara Middleton
 Bolly, Estella M. Memphis
 Boswell, Graves M. Memphis
 Boushe, Carolyn L. Memphis
 Bowen, May Memphis
 Brigrance, Mayme G.
 Hernando, Miss.
 Bright, Janice M. Humboldt
 Brower, Alise Memphis
 Burkett, Mazie Memphis
 Butin, Carolyn Memphis
 Butler, Woodrow Lexington
 Caldwell, John Memphis
 Carroll, Mary L. Indianola, Miss.
 Carter, Mrs. Lillian Memphis
 Chambers, John M. Brownsville
 Clark, Harold Memphis
 Clement, E. J. Camden
 Clutts, Eva Somerville
 Colbrunn, Florence Memphis
 Combs, Opal V. Memphis
 Crenshaw, Joe W. Millington

Dean, Katharine Collierville
 Dean, Mabel C. Memphis
 Dickerson, Nina E. Millington
 Dickey, Virginia Memphis
 Dippell, James F. Memphis
 Dixon, Mrs. Oma Memphis
 Donnell, Robert Macon
 Douglas, Elizabeth Memphis
 Dowdy, Nell Clifton
 Dusek, Libbie Goodwin, Ark.
 Eastham, Lois Toone
 Eastham, Mildred Toone
 Elam, Ethel Whitehaven
 Elder, Mary F. Memphis
 Ferguson, Ernest Don Memphis
 Fowler, Earle Memphis
 Gale, LeRoy Memphis
 Gaulding, Edgar A. Memphis
 Gibson, Agnes Memphis
 Gilliland, Clyde H. Memphis
 Golden, Wertie Memphis
 Goldsby, DeWitt Lucy
 Goodwin, Hazel Memphis
 Gresham, Joe Memphis
 Griffin, James Memphis
 Griffin, Pansy Gates
 Gross, A. Elizabeth Memphis
 Guerard, Dollye W. Memphis
 Gwinn, Margaret Memphis
 Hall, Mrs. Sara Memphis
 Harris, Wm. N. Memphis
 Hester, Juanita Yuma
 Hobbs, Doris Centreville

Hobbs, Martha Sue	Memphis	Peery, Okel	Memphis
Hodges, Helen	Memphis	Phelan, Virginia	Memphis
Hoepfner, Theodore C.	Memphis	Pope, Annie S.	Mercer
Holbrook, Martha	Memphis	Poston, Ernest T.	Memphis
Hopper, Gilbert	Memphis	Pounders, Margaret	Memphis
Hornsby, Guerrant A.	Memphis	Presson, Bernard L.	Milan
Howell, O'Neil	Memphis	Prichard, Lilyan R.	Memphis
Hughes, Charlie	Adamsville	Quinn, Joe	Parsons
Hugo, Marjorie	Memphis	Quinn, Olos	Parsons
Jacobs, Lorene	Middleton	Ratcliff, Garrett B.	Memphis
Johnson, Bertie	Moscow	Reid, Lorene	Memphis
Keaton, Pauline	Milan	Reinhardt, Ruth C.	Memphis
Keenan, Rosalie	Memphis	Remmers, Dorothy W.	Memphis
Kelsey, Richard	Collierville	Reynolds, Mary K.	Memphis
Kidd, S. E.	Memphis	Rhea, Cary	Whiteville
Kyle, Mary	Capleville	Rhea, Sarah	Somerville
Lambert, Lucille	Memphis	Riley, Juanita A.	Memphis
Lanahan, Bonnie	Memphis	Roach, Geraldine	Memphis
Lancaster, Jesse	Bath Springs	Robinson, Gwendolyn V.	Memphis
Langston, Margaret Cockrum, Miss.		Robinson, Rowerlene	Memphis
Lay, Wilma	Savannah	Sanders, Claude F.	Michie
Lewers, Mary Lea	Memphis	Satterfield, Marvin M.	Memphis
Lewis, Dot	Memphis	Scheerer, William	Morristown
Lewis, Walter	Fruitland	Schultze, Louise	Memphis
Livingston, Katherine S.	Memphis	Shankman, Bertha	Raleigh
Lovejoy, Wm. M.	Memphis	Shelton, William R.	Bailey
Luke, Mrs. Allene	Memphis	Simmons, Sara A.	Memphis
Maloney, J. Casey	Middleton	Singleton, Josie	Trezevant
Mangum, Wiley A.	Savannah	Steiner, Pope S.	Memphis
Mann, Jean E.	Memphis	Stevens, Jack	Linden
Marshall, Elizabeth D.	Memphis	Strong, Agnes	Brighton
Martin, Ed Lee	Memphis	Summers, Wincie	Memphis
Maynor, Edna E.	Memphis	Taylor, Thomas V.	Huron
McCalla, Laurence C.	Memphis	Teague, Inell	Rossville
McClanahan, John D.	Bartlett	Thomas, Freddie M.	Rossville
McDonald, Sarah	Memphis	Threlkeld, Mable G.	Memphis
McGahey, William C.	Memphis	Tidwell, Helen	Memphis
McGaughran, Kathleen	Memphis	Tuggle, Mrs. Blanche	Memphis
McGinnis, Susan	Memphis	Warner, Virginia	Bartlett
McIntyre, Joe	Memphis	White, Birdie B.	Brownsville
McNeil, Johnnie L.	Memphis	Williams, Dorothy	Memphis
McWilliams, Curry	Memphis	Williams, Elizabeth M.	Memphis
Meadors, Annie L.	Memphis	Wilson, Alvadele	Memphis
Moore, M. Elizabeth	Kerrville	Wilson, Eileen C.	Memphis
Morton, Eleanor	Memphis	Wilson, Ferina	Memphis
Parker, Jack C.	Memphis	Winfrey, Elizabeth	Somerville
Patton, Evelyn J.	Memphis	Wishart, Ruth M.	Memphis
Pearce, Margaret	Collierville	Wood, Luke	Memphis
		Wright, Evelyn	Covington

SOPHOMORES

Abington, Mary George	Memphis	Collins, Claire	Memphis
Agee, Faye	Alamo	Conger, Hubert	Memphis
Akin, Edgar C.	Bath Springs	Conklin, Lou N.	Memphis
Akin, Hazel	Bath Springs	Conley, Elizabeth F.	Memphis
Alexander, Martha V.	Milan	Cooney, Sue	Memphis
Allen, Ruth K.	Trenton	Corum, Ruth	Trimble
Allensworth, B. Louise	Memphis	Cozart, Robbie	Brownsville
Anderson, Robert	Yuma	Craig, Connie Fay	Ripley
Andrews, Martha	Grand Junction	Crews, Tennie R.	Memphis
Andrews, Melvina	Whiteville	Cruthirds, Earl R.	Memphis
Appling, Frances B.	Bartlett	Culp, Charlamae	Clifton
Armstrong, Gilbert	Selmer	Cullison, J. M.	Memphis
Attaway, LaVerne	Memphis	Cunningham, Effie	Corinth, Miss.
		Cunningham, June	Memphis
		Cunningham, Virginia A.	
Bailey, Sarah E.	Raines		Union City
Ball, Clyde L.	Kenton	Curry, Mildred	Selmer
Barbour, Frances	Memphis	Czerwinski, Robert	Memphis
Barker, Jack	Trenton		
Barlowe, Norman	Memphis	Dancy, Mary E.	Stanton
Barnett, Samuel M.	Memphis	Davis, Harry L.	Memphis
Beaudoin, Kenneth L.	Memphis	Davis, Helen	Memphis
Bee, Margaret E.	Memphis	Davis, Jarrell	Memphis
Birkhead, Hazel R.	Memphis	Davis, Paul R.	Parsons
Bishop, Romelda	Middleton	Davis, Wilbur L.	Memphis
Blaydes, James	Atoka	DeFord, Marvin B.	Savannah
Bond, Winnie G.	Brunswick	DeWese, Helen	Brighton
Bourland, Marjorie	Memphis	Dickey, Helen	Memphis
Boyd, Mary A.	Somerville	Dilliard, Mildred C.	Rossville
Braden, Jeanette	Halls	Dobbins, Rubie	Williston
Brewer, Gladys M.	Memphis	Dobbins, Tennie Zue	Williston
Britnell, Earl J.	Memphis	Dodd, James O.	Holladay
Brown, Norma V.	Memphis	Dorsey, Joseph F.	Memphis
Brown, Robert E.	Memphis	Drake, Margaret	Memphis
Burt, Ethlyn	Memphis	Drake, Nona W.	Memphis
Byassee, Ruth	Memphis	Dugan, Edward J.	Memphis
Bynum, George W.	Michie		
		Epstein, Harold	Memphis
Caldwell, Robt. P.	Stanton		
Callis, Mary E.	Germantown	Farrow, Jane	Bells
Calvery, Mary N.	Memphis	Faulk, Raymond	Covington
Cantrell, Ned	Memphis	Fleer, Bryson	Memphis
Capshaw, Ava R.	Memphis	Ford, Helen L.	Memphis
Carmack, Annie	Curve	Forrest, Lovie Sue	Brownsville
Carmack, Edna E.	Curve	Foy, Howard W.	Memphis
Carman, Nat B.	Cerro Gordo	Frazier, Annie Lee	Trenton
Carr, Hilton R.	Memphis	Freeman, James R.	Memphis
Carrington, Arthur W.	Savannah	Fuqua, Sara	Dresden
Casey, Wm. D.	Memphis		
Castlemun, Frances	Memphis	Gaden, Dorothy	Memphis
Chapman, Charles C.	Memphis	Gandy, Sarah B.	Bartlett
Chenault, Frank	Memphis	Gandy, Thomas M.	Memphis
Choate, Lucile	Memphis	Gatchell, Polly	Memphis
Christie, Jean	Memphis	Gemignani, Thomas A.	Memphis
Cleveland, E. A.	Memphis	Goad, Ima D.	Adamsville
Cocke, Louise F.	Macon	Gooch, Alta Mae	Ramer
Coffman, Ruth M.	Memphis	Graham, Charlie	Selmer
Colby, Horace S.	Memphis	Grammer, Geraldine	Ripley

Griffin, Hazel K.	Gates	Lovejoy, Harrison	Memphis
Griffin, Isora	Memphis	Lowry, Guynne	Memphis
Grooms, Mildred	Memphis	Luck, Linnie M.	Hickory Withe
Guy, Aubrey	Collierville		
Guy, George A.	Memphis		
Ham, Rubie	Memphis	MacDonald, Lewis K.	Memphis
Hamill, Lonnie V.	Memphis	Maiden, Mrs. Sara S.	Memphis
Hamm, Sadie	Ramer	Manning, Abell	Alamo
Harley, James	Memphis	Matheson, Wilma	Macon
Harrell, Mable C.	Arlington	Maum, Emmett H.	Memphis
Harrell, Marie	Decaturville	Maxwell, Mrs. Mary L.	Memphis
Harrison, Odessa R.	Trenton	Mayhall, Flora E.	Memphis
Hatley, Mrs. Venia	Camden	Mayne, Ruth Y.	Memphis
Harvey, John L.	Covington	Mayo, Migna I.	Memphis
Haskevitch, Elisha	Memphis	Mays, Viola	Pinson
Haste, Lucille	Halls	McAlister, Berry	Memphis
Hastings, Lila M.	Covington	McBride, James A.	Middleton
Hawkins, Clara G.	Bartlett	McClanahan, Samuel	Bartlett
Hearn, James W.	Memphis	McCoy, Corinne	Memphis
Henderson, James	Memphis	McDonald, Carnot P.	Memphis
Hester, Irby Ray	Humboldt	McDonald, Stanley M.	Memphis
Heuer, Douglas	Memphis	McKinney, Frances E.	Memphis
Heuer, Lelia L.	Memphis	McKinstry, John	Reagan
Hickman, Helen G.	Covington	McKissack, Elbert	Leoma
Holland, Benita B.	Memphis	McLean, Rubie N.	Alamo
Holland, Margaret	Memphis	McQuiston, Edith	Atoka
Holley, George	Memphis	McQuiston, Lucille	Atoka
Hopper, Freeman A.	Saltillo	Meek, Mary A.	Memphis
Houston, James W.	Eads	Miller, Richard	Memphis
Houston, John L.	Memphis	Mills, Calvin G.	Brighton
Huffman, Ruby P.	Covington	Mitchell, Emily	Memphis
Ingram, Minnie L.	Memphis	Montgomery, Frances	Kenton
Jarratt, Natlie L.	Memphis	Montgomery, Sarah F.	Newbern
Jenkins, Mary Sue	Middleton	Montgomery, Willie M.	Newbern
Johnson, Edith	Memphis	Mooney, Catherine	Memphis
Johnson, Grace M.	Memphis	Moore, Floye A.	Memphis
Jones, John H.	Memphis	Moore, Hunt	Memphis
Jordan, Lerah	Parsons	Moore, Mrs. Martha Taylor, Miss.	
Joyner, Virgle C.	Memphis	Moose, E. Ruth	Lucy
		Moreland, Lois A.	Memphis
Katz, Jacob	Memphis	Morgan, Dick	Memphis
Kearney, Dorothy	Memphis	Morrow, David Lee	Memphis
Kee, Elaine	Memphis	Morwood, Fern L.	Memphis
Kelso, Burnita	Memphis	Moser, Ruth L.	Memphis
Keltner, Mattile	Ripley	Moss, Frances	Memphis
Kemp, Jessie	Adamsville	Murray, Eddie M.	Memphis
Kerwin, Helen	Memphis	Myers, Kathryn	Memphis
Kirk, Helen	Lenox	Myrick, Gholston	Memphis
Knox, Mamie	Milan		
Krause, Alwin	Memphis	Nall, Joy J.	Memphis
Krosp, Lillie M.	Millington	Naylor, Thomas	Brownsville
		Nesmith, Virginia L.	Memphis
Landreth, Benjamin H.	Memphis	Newby, May	Williston
Latham, Elma	Ripley	Newton, Margaret	Memphis
Litchfield, Naylor	Memphis	Norvill, Maie	Bells
Ling, William	Memphis	Numa, Maxine	Memphis
Lipscomb, Alys	Memphis		
		O'Donnell, George M.	Memphis
		O'Donnell, James H.	Memphis
		O'Kelly, Vernon	Memphis

Owen, Julian L.	Mount Pleasant, Miss.	Sowell, Lula	Michie
Parker, Prather L.	Whitehouse	Spears, Harry	Memphis
Parr, James E.	Kerrville	Spence, Emal	Decaturville
Parrott, Thelma	Williston	Spence, Ruth	Newbern
Pearlman, Lucille	Memphis	Stainback, Mary B.	Somerville
Peeler, Nellie A.	Covington	Stark, Grace W.	Pettit, Miss.
Pendergrass, Della	Juno	Stephenson, Franklin	Memphis
Pennington, Vance	Gates	Storm, Helen	Memphis
Peterson, Martha	Memphis	Stout, Annie M.	Memphis
Phillips, Doris L.	Brighton	Stricklin, Willie B.	Memphis
Pinner, Sarah	Covington	Strong, Frances	Brighton
Pitts, Robt. I.	Trimble	Suggs, Mable	Collierville
Pledger, Dennis J.	Memphis	Suitor, Jesse H.	Memphis
Porter, Loretta	Memphis	Summers, Sara	Memphis
Postlethwaite, Donna	Paris	Sutton, Katie F.	Brownsville
Poston, Ruby	Maury City	Swett, Elizabeth	Memphis
Prather, Lois	Selmer	Swett, Robert	Memphis
Prather, Mary N.	Selmer	Tate, Elizabeth	Memphis
Presson, Mrs. Bernard	Milan	Tate, Mary Jo	Memphis
Rabb, Nora M.	Memphis	Taylor, Edward Lee	Memphis
Rains, Ernest W.	Parsons	Taylor, Frances V.	Mason
Renshaw, Jack C.	Memphis	Taylor, Louise	Finley
Reynolds, Richard J.	Memphis	Taylor, Marie	Somerville
Rhea, Elizabeth W.	Somerville	Tickle, Mary	Dyersburg
Richardson, Aunine	Burlison	Tucker, Albert	Memphis
Richardson, John	Burlison	Tucker, Jewel	Memphis
Richardson, Martha	Stanton	Tyree, Frances	Milan
Roberson, Carlyn	Ripley	Uselton, Robt. W.	Newbern
Roberts, Charles G.	Memphis	VanVulpen, Charlotte	Memphis
Roberts, Lamar C.	Paris	Veazey, Margaret E.	Memphis
Rochelle, Thomas F.	Bradford	Vick, Edna E.	Memphis
Rushing, Lucille	Michie	Vineyard, Jesse M.	Memphis
Sanders, Ray D.	Memphis	Walker, Charlotte	Memphis
Scaife, Julia B.	Memphis	Walker, Fred T.	Memphis
Scheinberg, Dena D.	Memphis	Walker, Wilmac	Kenton
Scheinberg, Schayel	Memphis	Watson, Obion	Memphis
Schmolke, Mary K.	Memphis	Weeks, Louise V.	Cordova
Scott, Elizabeth	Memphis	Weaver, William R.	Memphis
Scott, George W.	Selmer	Weber, Joseph	Memphis
Scott, Pauline	Memphis	Welch, Eleanor	Memphis
Seay, Neville R.	Mason	Welch, Frances	Memphis
Seebode, Verney W.	Memphis	Welch, Margueritte	Savannah
Seymour, Christine	Whiteville	Wellborn, Margaret	Brunswick
Shaffer, J. Richard	Memphis	Western, Mattyle B.	Capleville
Sheffield, Adah L.	Memphis	Whitaker, Martha C.	Millington
Shendelman, George	Memphis	Wilbanks, Emma M.	Clifton
Simmons, Marjorie S.	Memphis	Wilbourne, Mae	Oakland, Miss.
Sims, Grace K.	Memphis	Wilson, Eleanor	Memphis
Smith, Addie	Savannah	Wilson, Havilah	Ripley
Smith, Annie M.	Savannah	Witt, Mary	Humboldt
Smith, Carroll	Cordova	Womble, Orrie	Memphis
Smith, Charles H.	Memphis	Woods, Ann	Hickory Valley
Smith, Happel E.	Bradford	Woolwine, Amy M.	Memphis
Smith, Herbert E.	Memphis	Wright, Arch	Morris Chapel
Smith, Virginia	Arlington	Wright, Katherine	Memphis
		Wright, Mae	Morris Chapel

Wright, Myrlee	Adamsville	Young, Kathryn	Memphis
Wright, Thomas C.	Trimble	Young, Maizie	Bemis

FRESHMEN

Abbett, William C.	Whitehaven	Burton, Pauline	Fayetteville
Adams, Edward	Memphis	Butler, Eliz.	Memphis
Adams, Joseph B.	Memphis		
Adams, Lucile N.	Stanton	Cagle, Burnace	Cerro Gordo
Allen, Glenn	Memphis	Cammack, Corrie C.	Memphis
Allen, Mary F.	Trenton	Cammack, Evelyn	Memphis
Allen, Mary Joe	Memphis	Campbell, Katherine	Munford
Allen, Virginia A.	Memphis	Canale, Joseph	Memphis
Allen, Walter A.	Memphis	Carrington, Stella E.	Memphis
Anderson, Bernice	Cordova	Carroll, Rubye E.	Corinth, Miss.
Argo, Beth	Ridgely	Chambers, Joe A.	Hornbeak
Armour, Billie	Somerville	Chambers, Juanita	Memphis
Arrington, Sallie F.	Memphis	Chambers, Lillie K.	Brownsville
Aycock, Charles R.	Memphis	Chambers, Mary B.	Memphis
		Chandler, Juanita	Germantown
Baer, Alfred	Memphis	Chenault, Louis	Memphis
Baer, Isadore	Memphis	Childers, James E.	Middleton
Bailey, Martha Lee	Memphis	Chisman, Martha P.	Memphis
Ballew, Leighton M.	Memphis	Cierly, Berdyne	Adamsville
Barnes, Cecelia	Memphis	Clark, Evelyn E.	Memphis
Barnett, J. P.	Michie	Clower, Robert O.	Memphis
Barrow, Eliz. M.	Byhalia, Miss.	Clutts, Edith	Somerville
Bass, H. Branson	Munford	Cobb, Pennie W.	Brownsville
Bauman, Sam	Memphis	Cohen, Ida P.	Memphis
Bell, Clara F.	Memphis	Colbrunn, Arch J.	Memphis
Bell, Clark W.	New Albany, Miss.	Colby, John D.	Memphis
Bessent, Thomas	Friendship	Cole, Elton H.	Munford
Bibb, Sue	Munford	Cole, Frances	Friendship
Billings, Noel R.	Memphis	Coley, Amorette	Memphis
Binford, Arthur Lee	Memphis	Collins, Helen A.	Memphis
Black, Eliz.	Jackson	Cooper, Wm. T.	Memphis
Black, Beryl F.	Munford	Cooper, Raymie	Memphis
Bloom, Louis	Memphis	Cox, Arthur Lee	Memphis
Bogan, Ruth A.	Memphis	Craig, Aileen	Munford
Bohannon, Sarah K.	Memphis	Crawford, Mary F.	Williston
Bolly, Herman	Memphis	Creech, Frances V.	Memphis
Bornstein, Sarah R.	Wynne, Ark.	Crossley, Gerald	Memphis
Bourke, Ernest W.	Memphis	Crowe, Helen L.	Memphis
Bowe, Nathaniel W.	Capleville	Crump, Marcella	Memphis
Bowen, Mary Jane	Memphis	Culp, Gladys	Clifton
Bowman, Floyd	Parsons	Culpepper, Mrs. Joe E.	Memphis
Boyle, Catherine	Memphis	Cunningham, Jane	Memphis
Brantley, Mary Sue	Memphis	Cunningham, Virginia	Memphis
Brewer, Wm. Morgan	Memphis		
Brigham, Charles D.	Memphis	Davidson, Sara	Memphis
Brooks, Edith L.	Lexington	Davie, Warren	Raleigh
Brown, Erin Jane	Halls	Davis, Elizabeth	Memphis
Browne, John Lewis	Memphis	Davis, Raymond E.	Middleton
Bryan, Louis	Eads	Day, Katherine	Memphis
Bryan, Mary C.	Memphis	Dixon, William R.	Memphis
Bullington, Lurleen	Memphis	Dodds, Nelson	Selmer
Burchett, Lorraine	Memphis	Dolbi, Rino J.	Memphis
Burke, Richard	Memphis	Dorris, Ruth	Grand Junction
Burkett, Howard	Memphis	Douthat, Earlee	Memphis

Drewry, Hugh E.	Pocahontas	Hammons, Ovaughan	Memphis
DuBard, Dorothy	Memphis	Hamner, Ruth Va	Collierville
DuBose, Mamie	Memphis	Harber, Harold D.	Memphis
Duck, Oleta C.	Decaturville	Hardage, Llewellyn	Memphis
Dunagan, Edward	Friendship	Hargraves, Etta Mae	Memphis
		Hargraves, Olmon H.	Memphis
Edge, William	Memphis	Harold, Evelyn G.	Memphis
Edwards, Elbert E.	Bells	Harris, Nina G.	Toone
Eller, Frances	Memphis	Harris, Riley W.	Toone
Elliott, Claire M.	Memphis	Harris, Robert	Memphis
Ellis, Clifford V.	Memphis	Harrison, Annie P.	Savannah
Ellis, Gerald	Cordova	Harrison, Mary F.	Savannah
Emmons, Mary L.	Memphis	Harrison, Maxine R.	Capleville
English, Eugene	Memphis	Harton, Thomas	Memphis
Evans, Walter D.	Memphis	Harvey, Floyd	Memphis
Everett, Jack N.	Memphis	Hasen, Margarete	Whitehaven
		Haun, Evelyn C.	Memphis
Farrow, Jo	Bells	Hawkins, Eva D.	Memphis
Felts, Bennie L.	Memphis	Hayes, Eleanor T.	Memphis
Ferguson, Elbert	Halls	Haynie, Henning	Memphis
Ford, Mary Ella	Capleville	Hays, Martha	Memphis
Foster, Jean	Memphis	Hayward, Jane	Memphis
France, Wm.	Memphis	Headden, Mrs. Ruth	Milan
Franklin, Trula	Lexington	Hearington, Layfeth E.	Wildersville
Freeman, Edwin J.	Memphis	Heisler, Ethel Mary	Memphis
French, Alice	Memphis	Henderson, Margaret G.	Memphis
Frenkel, Helen	Memphis	Hendren, Willie S.	Tigrett
Fulkerson, Elsie J.	Memphis	Henry, Virginia N.	Memphis
		Hewlett, John	Memphis
Gardner, Jack	Memphis	Hill, Leo	Collierville
Garner, Alline	Memphis	Holeman, Wylie	Oakville
Garner, Freeman F.	Memphis	Holloday, Frances C.	Memphis
Gates, Mary Va	Memphis	Holloday, Inez	Fulton, Ky.
Gemmill, Alice	Memphis	Holman, Virginia	Memphis
Glover, Mary Dee	Woodland Mills	Holmes, Marion H.	Trenton
Goddard, Ruth A.	Saulsbury	Hopper, G. R.	Memphis
Goddard, William	Saulsbury	Hornsman, Bernice E.	Brunswick
Godwin, Thelma G.	Memphis	Howe, Charles	Memphis
Goff, Marvin C.	Memphis	Howell, James W.	Memphis
Goings, Louise	Memphis	Hughes, Mrs. Hardy	Ripley
Golden, Anah	Bon Aqua	Hughey, Clyde	Memphis
Goodman, William M.	Memphis	Hutchins, Orine	Memphis
Graham, Mary F.	Selmer		
Grantham, Rebecca	Memphis	Ireland, Walter L.	Memphis
Gray, Barthel	Adamsville		
Green, James R.	Friendship	Jackson, Brooks	Curve
Green, Louis	Memphis	Jackson, George	Middleton
Green, Paul	Dyer	Johnson, Mrs. J.	Moscow
Greenlee, Katherine	Memphis	Johnson, Sarah	Henning
Gresham, Frank C.	Memphis	Johnson, John Henry	Kendrick, Miss.
Griggs, Lyndall	Friendship		
Grisson, Wm. D.	Memphis	Johnston, Allie Lee	Memphis
Guess, Joseph D.	Memphis	Jones, Claude W.	Memphis
Guy, Jim	Memphis	Jones, E. P.	Memphis
		Jones, Irby	Milan
Haaga, Paul G.	Memphis	Jones, Joe W.	Memphis
Haley, Edith	Hohenwald	Jones, Louise	Memphis
Hall, Eliz.	Millington	Jones, Robert C.	Counce
Hamer, Sara F.	Bartlett		

Kaplan, Rachel	Memphis	Medlock, John M.	Trenton
Katzerman, Bernard	Memphis	Megenity, Margaret L.	Memphis
Kearney, Joseph H.	Memphis	Michael, John B.	Memphis
Kelley, Frances	Burlison	Miller, Louis	Memphis
Kelsey, Virginia	Collierville	Mitchell, Charles J.	Somerville
Kennedy, Elizabeth	Memphis	Mitchell, Thomas E.	Whiteville
Killian, Betty Ann	Memphis	Montague, James	Memphis
Kimbiell, Edweina	Memphis	Moore, Leilah M.	Darden
Klibanoff, Eugene	Memphis	Morris, Evelyn	Ripley
Knapheide, Donald	Memphis	Morrow, John J.	Memphis
Kornegay, Gerald	Memphis	Morton, Margaret F.	Cordova
Krakaur, Sara Jane	Memphis	Morwood, Grace I.	Memphis
		Moss, Lon H.	Memphis
		Mott, John M.	Memphis
Landess, Eleanor	Memphis		
Landess, Era	Memphis	Neely, Oletha	Hornbeak
Lansden, Martha Jane	Memphis	Newberry, Virginia L.	Memphis
Lapides, Leon	Memphis	Newman, Vivian A.	Memphis
Laurence, Frederick	Memphis	Nolen, Raymond	Brighton
Lawhead, Gordon	Memphis	Norment, Sam	Whiteville
Leach, Ruth	Memphis	Norton, George	Memphis
LeDuke, James N.	Tiptonville		
Lee, Ralph	Memphis	O'Brien, Robert A.	Memphis
Lee, Frank	Memphis	O'Neil, LaVern	Maury City
Leek, Edwin S.	Memphis	Oswalt, Lee B.	Memphis
Leightman, Bennie	Raleigh	Owen, Bessie R.	Capleville
Lemond, Thomas	Trenton		
Lewis, Charles R.	Humboldt	Painter, Margaret	Memphis
Liles, Garland	Memphis	Park, Leon L.	Huntingdon
Lineberry, Wm. M.	Memphis	Parker, Thomas E.	Memphis
Lingenfelder, Laurine	Memphis	Parr, Ruth	Covington
Livermore, Margaret D.	Memphis	Pate, Belmont	Bradford
Luibel, Sara A.	Memphis	Patty, Catherine	Memphis
Lyles, Velma	Memphis	Paulk, Alice	Savannah
Lynch, Winifred	Memphis	Pease, Ann	Memphis
Lyne, Edyth M.	Memphis	Pegues, Hazael	Jackson
		Perkins, Joseph W.	Dyer
Mahan, Frank	Memphis	Perry, Elizabeth	Memphis
Markowitz, Julius I.	Memphis	Pettigrew, Vernal W.	Parsons
Marmon, Mrs. Vivian	Memphis	Phillips, Eleanor	Memphis
Martin, Margaret	Memphis	Pickard, Etta B.	Munford
Mast, Eileen	Memphis	Pierce, Mary A.	Bogota
Matthews, Florence E.	Memphis	Pitts, Frances J.	Saltillo
Mattox, Sallye K.	Guys	Pontius, John C.	Memphis
Maves, Virginia A.	Memphis	Posey, Wilmer F.	Memphis
Maxey, Hollie Mae	Memphis	Powell, Minnie M.	Vildo
Mayo, Luther M.	Cades	Prather, Frances C.	Selmer
McAuley, Lila Mae	Hollow Rock	Predy, Anne	Memphis
McAuley, Mary K.	Arlington	Price, James B.	Memphis
McCallen, John A.	Memphis	Price, Louise E.	Memphis
McCandless, Sadie	Collierville	Printup, Henry	Memphis
McCaslin, Mary Mac	Trenton		
McDaniel, Julia	Memphis	Redmond, Louise	Alamo
McGuire, George H.	Memphis	Reeves, Doris	Milan
McKenzie, Chester L.	Memphis	Regenald, Frances	Memphis
McKenzie, Joseph	Memphis	Rhea, Bettye C.	Somerville
McLemore, Flossie M.	Memphis	Rhea, James S.	Somerville
McLin, Louise C.	Memphis	Ridblatt, Yetta	Memphis
McMinn, John H.	Memphis	Riley, Floy May	Memphis
McNeely, Addie L.	Memphis		

Roberts, Harold	Memphis	Teague, B. F.	Rossville
Rockholt, Nell	Memphis	Thomas, Helen D.	Capleville
Rogers, Virginia	Cordova	Thomasson, Anaglen	Memphis
Ross, Samuel E.	Memphis	Thomason, Frances C.	Memphis
Rothstein, Eliz.	Memphis	Thompson, Alvin F.	Kenton
Rush, Cleo	Sileston	Thompson, Mary T.	Ripley
Russell, Mary V.	Memphis	Thorn, Eliz. B.	Memphis
Russell, Wm. L.	Memphis	Tilley, Lydia B.	Memphis
Rye, Jack	Memphis	Tracy, Albert	Munford
Samuels, Janice	Memphis	Trimble, James A.	Memphis
Sanders, Welch	Memphis	Trudel, Margaret	Bartlett
Sawyers, Mrs. Elnora	Covington	Turnage, Nancy	Munford
Schwaiger, Francis M.	Cordova	Turner, Wilson	Middleton
Scott, Marianna	Union City	Tuten, Hafford	Bath Springs
Scrivener, Etnna			
	Calhoun City, Miss.	Vandergrift, Arthur	Memphis
Sellers, Mildred L.	Memphis	Verdier, Harriette	Memphis
Shaw, Mildred L.	Savannah	Vickrey, James T.	Memphis
Sheets, John	Memphis	Vieh, Eugene H.	Memphis
Shelton, Eva K.	Memphis	Vincent, Inez	Hickory Valley
Shinault, Mignon	Memphis		
Shoaf, Levy G.	Covington	Wallace, Richard J.	Memphis
Shroyer, Paul A.	Memphis	Waring, Grace A.	Memphis
Simmons, Laura G.	Saltillo	Washmon, Dean	Trenton
Simonton, Margaret G.	Memphis	Watkins, Robert G.	Memphis
Sims, Helen	Memphis	Watson, Ava L.	Dyersburg
Skillman, Jamie G.	Memphis	Watts, Oneida	Memphis
Sledge, Mary F.	Memphis	Weinrich, Martha	Memphis
Smith, Clara D.	Memphis	Welch, Olivia B.	Memphis
Smith, Clara M.	Memphis	Weller, William	Memphis
Smith, Grace E.	Memphis	West, Virginia L.	Memphis
Smith, Joe Carlton	Memphis	Wheeler, Robert V.	Memphis
Smith, Leo O.	Memphis	White, Annie Rea	Bethel Springs
Smith, Mary E.	Oakland	White, Ola Dee	Scotts Hill
Smith, Sarah E.	Memphis	Wideman, Fletcher	Memphis
Standridge, Dorothy E.	Memphis	Wiggins, Kathleen	Memphis
Stanley, Annaree	Memphis	Wiley, James F.	Halls
Stedman, Johanna	Memphis	Wilkerson, Paul R.	Kenton
Stedman, Nellie	Memphis	Williams, Bonnye R.	Kenton
Stewart, James R.	Memphis	Williams, Mrs. D.	Memphis
Stovall, Mary H.	Paris	Williams, Frank	Savannah
Street, Calvin M.	Grand Junction	Williams, Helen	Forest Hill
Stutler, Nell K.	Memphis	Williamson, Mrs. Julia	Memphis
Sugg, Dorothy	Memphis	Wilson, Lillian L.	Oakville
Sullivan, Florence A.	Germantown	Wilson, Nelson D.	Memphis
Sweeney, Ruth M.	Memphis	Winston, Etoile	Memphis
		Wolf, Kathariene A.	Memphis
Talley, Jack	Memphis	Woods, Mamie	Hickory Valley
Tant, Cornelia	Memphis	Wood, Walter	Millington
Tarrant, Margaret E.	Ripley	Woodbury, Eliz.	Memphis
Tarver, Beverly	Memphis	Woodbury, Sara M.	Munford
Tarver, Bridgforth	Memphis	Wooten, Fred T.	Memphis
Tatlock, Ellen M.	Covington		
Taylor, Eliz.	Eaton	Yancey, Eliz. P.	Oakland
Taylor, George H.	Memphis	Yates, Mabel	Cordova
Taylor, Naomi	Finley	York, Jerome B.	Memphis
Taylor, Robert B.	Bells	Young, Bentley	Memphis
		Young, John D.	Memphis

SUMMER ENROLLMENT, 1933

Abernathy, George S.	Memphis	Bomar, Bernice E.	Memphis
Abington, Mary George	Memphis	Boone, Sara	Crawfordsville, Ark.
Adams, Edward	Bath Springs	Bourland, Marjorie E.	Memphis
Adams, Mamie Lewis	Stanton	Bourland, Robert L.	Memphis
Albertine, Rose	Memphis	Bowden, Irene	Memphis
Albright, Joe B.	Memphis	Bowen, May	Memphis
Alexander, Kliem	Memphis	Bowman, Onis A.	Parsons
Allensworth, Billie L.	Memphis	Boyd, Frances	Atoka
Allmon, Farrar Lee	Dyer	Boyd, Mary A.	Somerville
Anderson, Esse Lorene	Memphis	Bradberry, Irene	Rutherford
Anderson, James M.	Memphis	Brady, Terry J.	Batesville, Ark.
Anding, Agnes	Memphis	Branch, Sara L.	Bickford
Anding, Janie Laura	Memphis	Breazeale, Charles S.	Memphis
Angell, Martha Caroline	Memphis	Brewer, Virginia E.	Memphis
Armstrong, Gilbert	Selmer	Brigance, Mayme G.	
Appling, Frances Bailey	Bartlett		Hernando, Miss.
Atkeison, Marguerite	Somerville	Briggs, Cathlena	Memphis
Aycock, Charles R.	Memphis	Britnell, Earl J.	Memphis
		Brower, Alise	Memphis
Bailey, Mary Sue	Memphis	Brown, Goodlett	Memphis
Baird, Doris	Rossville	Brown, Katherine	Memphis
Baird, Evelyn	Capleville	Bryan, Mrs. Martha K.	Collierville
Baldwin, Celia F.		Bryan, Nellie P.	Eads
	Mountain Creek, Ala.	Buchanan, Rebecca	Whiteville
Banks, Elizabeth H.	Ripley	Buettner, Edward	Memphis
Barbee, Margaret Ada	Memphis	Burchett, Eula K.	Collierville
Barker, Jack	Memphis	Burnett, Benjamin	Memphis
Barnard, Lillie V.	Memphis	Byers, Martha R.	Taylor, Miss.
Barnett, Cecil E.	Arlington		
Barrett, Milton P.	Covington	Callis, Eula	Memphis
Barron, Anne B.	Memphis	Callis, Margaret E.	Memphis
Barron, Lucile D.	Memphis	Calvery, Mary N.	Memphis
Barry, Josephine	Memphis	Campbell, Mrs. Johnnie B.	
Bass, Ben	Munford		Memphis
Bateman, Clara Mae	Memphis	Canale, Frank S.	Memphis
Bates, Mrs. Adele	Memphis	Cantrell, Ned	Memphis
Baum, Mrs. Vernon	Memphis	Carey, Fannie B.	Cerro Gordo
Bazemore, Susie Mae	Cordova	Carl, Melba E.	Memphis
Beard, Alda Ruth	Arlington	Carmack, Annie D.	Curve
Beard, Mary Alice	Clifton	Carmack, Edna E.	Curve
Beaudoin, Kenneth L.	Memphis	Carothers, Mamie E.	Adamsville
Bell, Bess	Memphis	Carr, Hilton R.	Memphis
Bell, Rebekah	Memphis	Carson, Elizabeth	Memphis
Bennett, Lorene	Memphis	Cashin, Mary	Memphis
Bentley, Ruth	Tipton	Castlemun, Frances	Memphis
Berry, Sarah F.	Memphis	Chiles, Katherine	Memphis
Bigelow, Frances C.	Memphis	Christie, Jean	Memphis
Bishop, Clara Ethel	Middleton	Christie, Lillias L.	Memphis
Bizzell, Winnie L.	Henning	Clark, Frances L.	Memphis
Black, Beryl F.	Munford	Clark, Mary C.	Memphis
Black, Ethel M.	Toone	Clark, Sarah	Memphis
Black, Lucile Vivian	Munford	Cody, Louise C.	Memphis
Blattau, Helen L.	Memphis	Cocke, Louise	Macon
Bledsoe, Nelle	Memphis	Cole, Mary K.	Memphis

Comer, Mildred W.	Memphis	Eckles, Claudena	Memphis
Condron, Virgil	Memphis	Edwards, Henry B.	Memphis
Conger, Hubert L.	Memphis	Edwards, Margaret	Bells
Conti, Rosa L.	Dyersburg	Eickhorst, Wilhelm	Memphis
Cook, Annie M.	Savannah	Elder, Marye F.	Memphis
Cook, Dorothy	Savannah	Ellis, Annie F.	Memphis
Cork, Tessye	Ackerman, Miss.	Ellis, Cato	Munford
Crawford, Gladys E.	Memphis	Ellis, Mary F.	Memphis
Crawford, Louise	Somerville	Ellison, Elise	Memphis
Crenshaw, Joe	Millington	Ellison, Mrs. Mable	Memphis
Crocker, William	Idlewild	Erskine, Loulie	Memphis
Cruthirds, Earl R.	Memphis	Everett, John S.	McKenzie
Crowell, Hattie	Taylor, Miss.	Ewell, Allie	Memphis
Cunningham, Effie	Corinth, Miss.		
Crymes, Angeline		Fagin, Kathryn	Memphis
	Brooksville, Miss.	Farley, Elizabeth	Collierville
Culp, Charlie Mae	Clifton	Farmer, Katherine	Memphis
Culp, Gladys	Clifton	Farmer, Mrs. Katherine	Memphis
Cupp, Mrs. F. O.	Memphis	Faulk, Raymond B.	Covington
Curlin, Ann E.	Memphis	Flatt, Mary V.	Union City
Curlin, Bertha V.	Marion, Ark.	Foote, Luther T.	Saulsbury
Curtis, Wynona	Memphis	Ferguson, James L.	Brunswick
Czerwinski, Robert L.	Memphis	Finch, Mrs. L. D.	Memphis
		Fisher, Wm. F.	Memphis
Danehower, Johnnye Belle		Fleer, Kenneth B.	Memphis
	Osceola, Ark.	Fletcher, Robert P.	Paris
Darden, Mrs. Leslie		Ford, Helen L.	Memphis
	Hernando, Miss.	Forrest, Bertha	Millington
Davant, Mary	Memphis	Foster, Lydia J.	Memphis
Davis, Marye E.	Memphis	Freas, Mrs. W. H.	South Pittsburg
Davis, Mary M.	Gibson	Frost, Martha J.	Memphis
Davis, Olive Ann	Gibson	Frost, Mary B.	Bolivar
Deaderick, Jennie	Memphis	Fuqua, Sara	Dresden
Dean, Harvill	Union City		
deFranceschi, Juliette	Memphis	Gaden, Mary R.	Memphis
Denton, Leon	Memphis	Gaither, Duff	Memphis
Dilliard, Mildred C.	Rossville	Gale, Leroy	Memphis
Dixon, Robert	Memphis	Gates, Florence	Memphis
Dobbins, Tennie Zue	Williston	Gates, Kathryn B.	Memphis
Dodd, James O.	Holladay	Gemignani, Thomas A.	Memphis
Donnell, Robert G.	Macon	Geraghty, Gertrude L.	Memphis
Dorsey, Joseph F.	Memphis	Gholson, Dora	Bartlett
Douglass, Ben P.	Stanton	Gibson, Agnes	Memphis
Douglas, Elizabeth	Memphis	Glenn, Elizabeth	Kerrville
Douglas, James L.	Juno	Goff, Rylie J.	Sardis
Dowdy, Nelle A.	Clifton	Goodwin, Julia M.	Memphis
Drane, Eleanor	Bartlett	Goodwin, Hazel	Memphis
Dugan, Edward J.	Memphis	Goss, Lena E.	Munford
Duncan, George R.	Hamburg	Gossett, Miles J.	Sugar Tree
Duncan, Mary M.	Memphis	Gowen, Mary M.	Bartlett
Dunlap, James B.	Memphis	Graves, Eddie A.	Memphis
Dunn, Sammye B.	Collierville	Graves, Emma J.	Memphis
Durham, Martha	Memphis	Graves, Mrs. Esther	Memphis
Dusek, Libbie	Goodwin, Ark.	Graves, John H.	Memphis
Dutcher, Elizabeth C.	Whitehaven	Griffin, Annie S.	Arlington
Dyer, Robert T.	Brownsville	Griffin, Hazel	Gates
		Griffin, Maude	Memphis
Eastham, A. Mildred	Toone	Griffin, Mrs. Terry A.	Brunswick
Eaton, John	Memphis	Griggs, Lyndall	Friendship

Grisham, James E.	Memphis	Jeter, Eula B.	Clifton
Grooms, Mildred F.	Memphis	Johnson, Ada E.	Savannah
Gwynn, Grace	Williston	Johnson, Bertie A.	Moscow
Haley, Mrs. Mary T.	Memphis	Johnson, Donald H.	Memphis
Hall, Mrs. Sara E.	Memphis	Johnson, Margaret C.	Memphis
Hamer, Minnie L.	Memphis	Johnson, Mrs. Russell	Memphis
Hamilton, Iliene	Selmer	Johnson, Sallie	Memphis
Hancock, Mrs. Elizabeth J.	Bailey	Johnson, William L.	Brownsville
Hardin, Mary B.	Memphis	Jones, Garvin A.	Kendrick, Miss.
Harmon, Lucille	Memphis	Jones, Nettie L.	Memphis
Harrell, Addie L.	Arlington	Jones, Oleita	Juno
Harrell, Marie	Decaturville	Jones, O. H.	Memphis
Harris, Clara M.	Toone	Jones, Virginia F.	Paris
Harris, Nina G.	Toone	Katzerman, Fannie	Memphis
Harrison, Mrs. R. E.	Germantown	Keating, Maude L.	Batesville, Miss.
Harvey, Fletcher D.	Memphis	Keaton, Pauline	Milan
Hastings, Lila M.	Covington	Keith, Edwin M.	Middleton
Hatcher, Davie E.	Greenfield	Keller, Ruth	Henning
Hawkins, Martha	Bickford Station	Kelly, Esther H.	Oakville
Hayden, Mary R.	Memphis	Kelley, Ruby S.	Memphis
Hays, Ida	Bartlett	Kelso, Burnita	Memphis
Heisler, Ethel M.	Memphis	Kennon, Mrs. Rachell	Arlington
Heist, Robert B.	Memphis	King, Ruby P.	Memphis
Henderson, Ruth	Memphis	Kirk, Daisy F.	Memphis
Henry, Effie V.	Memphis	Kirkpatrick, Margaret L.	Memphis
Herbert, Clara E.	Memphis	Kitchell, Lois	Rives
Herring, Mattie E.	Memphis	Kluever, Mrs. Virginia M.	Memphis
Hester, Juanita	Yuma	Krause, Alwin R.	Memphis
Hicks, Hazel	Jackson	Langdon, Mary E.	Macon
Hightower, George D.	Memphis	Lafey, Mildred	Memphis
Hill, Helen D.	Hughes, Ark.	Lassiter, Mrs. Verna	Memphis
Hill, Virginia C.	Brunswick	Latting, Emma L.	Lenow
Hinkle, John H.	Savannah	Lay, Wilma A.	Savannah
Hirschmann, Hazel	Memphis	Leach, Mary B.	Somerville
Hoepfner, Theodore C.	Memphis	Leake, Oneida	Collierville
Holbrook, Martha	Memphis	Leath, Virginia	Memphis
Holden, Nannie M.	Forest Hill	Lee, Harry	Memphis
Holland, Margaret	Memphis	Leek, Edwin S.	Memphis
Holley, Ruby O.	Parsons	Lewis, Ida	Henning
Hopper, M. Edna	Memphis	Lewis, Mildred	Longview, Miss.
Horner, Finis C.	Dyer	Link, Farris	Springfield
Horner, Thelma	Dyer	Luck, Linnie M.	Hickory Withe
Howell, Mary Lee	Memphis	Locker, Mrs. M.	Memphis
Hudgens, Grace	Memphis	Louckes, Hortense S.	Memphis
Hughes, Monta B.	Brighton	Lucas, Ethel J.	Cordova
Hunt, Eleanor J.	Covington	Majors, Leland B.	Adamsville
Hunt, Wilma E.	Whiteville	Mangum, Freed	Elbridge
Hurley, Noah T.	Macon	Marmann, Elsie V.	Memphis
Hutchinson, Martha R.	Dyer	Marshall, Daisy	Memphis
Hutchinson, P. C.	Memphis	Mason, Meredith	Memphis
Irving, Eleanor	Memphis	Marx, LeRue	Memphis
Jackson, Austin B.	Curve	Matheson, Wilma M.	Macon
Jackson, Ernest O.	Old Hickory	Mattox, Annie L.	Memphis
Jaffe, Raye	Memphis	Max, Jessie A.	Covington
Jarratt, Mrs. Fern	Memphis	Maxwell, Mrs. Mary L.	Memphis
Jarratt, Natlie L.	Memphis	McAuley, Burney K.	Byhalia, Miss.

McBride, Sue	Memphis	Noell, Charles P.	Covington
McCalla, Virgin	Atoka	Nuckolls, Mary E.	Bolivar
McCallum, Mary	Memphis	O'Donnell, George M.	Memphis
McCandless, Sadie	Collierville	O'Kelly, Vernon D.	Memphis
McClain, Mildred J.	Memphis	Olson, Grace M.	Bartlett
McCormack, Mary L.	Coffeerville, Miss.	Owen, Kerra	Memphis
McCoy, Corinne M.	Memphis	Pannill, Evlyn L.	Memphis
McCraw, Lockie M.	Braden	Parr, James E.	Kerrville
McDaniel, Anniemae	Memphis	Parrott, Thelma	Williston
McDaniel, Isabel	Memphis	Partridge, Hazel	Memphis
McDonald, John C.	Memphis	Patton, Evelyn J.	Memphis
McDonald, Myrtle	Bruce, Miss.	Paullus, George E.	Memphis
McDonald, Ruby	Memphis	Parker, Mary K.	Memphis
McIntyre, Joe	Memphis	Patterson, Laverne	Bradford
McKelvey, Frances	Savannah	Pearce, Lee P.	Collierville
McKinstry, John R.	Reagan	Peery, Elihu P.	Memphis
McKissack, Arvad	Memphis	Perry, Loree	Adamsville
McLemore, Flossie M.	Memphis	Powell, Frances B.	Memphis
McNeely, Ava D.	Memphis	Pendergras, Della M.	Juno
McQuiston, J. M.	Kerrville	Pennington, Vance	Ripley
McWilliams, Belle	Memphis	Perkins, Gladys A.	Memphis
Meadors, Annie Lee	Memphis	Permenter, Faye E.	Bells
Meister, Herbert E.	Memphis	Perryman, Ruby M.	Clinton
Melson, Inda	Memphis	Person, Edith	Memphis
Meredith, Hubert M.	Memphis	Phelan, Virginia	Memphis
Metz, Louis C.	Memphis	Phillips, Doris L.	Brighton
Meyer, Charles H.	Memphis	Pitts, Mrs. Dooley	Brunswick
Meyer, Henry	Memphis	Pitts, Justin	Brunswick
Miles, Hollis C.	Humboldt	Pledger, Dennis J.	Memphis
Miller, Charlotte R.	Emporia, Kansas	Pope, Annie S.	Mercer
Miller, Helen E.	Memphis	Porter, Loretta	Memphis
Mitchell, Annie B.	Memphis	Postal, John T.	Memphis
Moffat, Carothers	Memphis	Poston, Ernest T.	Memphis
Moffatt, N. Louise	Memphis	Pounds, Mintie	Germantown
Moffatt, Susie P.	Kerrville	Powell, Vera B.	Vilonia, Ark.
Monahan, Clementine	Memphis	Powers, Alex R.	Memphis
Moore, Helen W.	Memphis	Poyner, Jennie B.	Millington
Moora, Lola	Middleton	Printup, Sara C.	Memphis
Moore, Marjorie M.	Memphis	Proctor, Eureka	Munford
Moore, Yates C.	Memphis	Puryear, Jennie B.	Memphis
Morris, Cornelia	Memphis	Quinn, Joe	Parsons
Morris, Mrs. Minneola	Rossville	Rambo, Mabel C.	Dyersburg
Morrow, David Lee	Memphis	Ransom, Clara E.	Toone
Morton, Irene	Williston	Rauscher, Arthur C.	Memphis
Morton, Mary L.	Williston	Rauscher, Louise A.	Memphis
Moss, Elizabeth	Memphis	Rawlings, Mary	Memphis
Murrey, Jean	Memphis	Redding, Inez	Memphis
Myrick, Mary F.	Memphis	Reilly, Milton A.	Memphis
Nall, Joy J.	Memphis	Riggan, Connie L.	Lake Cormorant, Miss.
Naylor, Joe T.	Brownsville	Riser, Dorlene C.	Memphis
Neff, Carolyn	Memphis	Roach, Geraldine K.	Memphis
Nelson, Mrs. S. R.	Memphis	Roberson, Carlyn	Ripley
Neville, Geraldine	Rossville	Roberts, Alberta	Sharon
Nichols, Gladys L.	Memphis	Robertson, Annie	Memphis
Nichols, Martin C.	Alamo		
Nichols, Viola	Memphis		

Robertson, Mary F.	Germantown	Springer, Annie M.	Lawrenceburg
Robinson, Charles G.	Memphis	Stafford, Luella	Oakland
Robinson, Lena M.		Stafford, Ora B.	Oakland
	Crawfordsville, Ark.	Stafford, Sara	Memphis
Robinson, Sarah R.	Arlington	Stainback, Blake	Somerville
Rogers, Elizabeth	Curve	Stark, Mrs. Grace	Pettit, Miss.
Rose, Nelle	Somerville	Starling, Lucille V.	Memphis
Ross, Helen B.	Bolivar	Steere, Elizabeth M.	Memphis
Rowe, Wm. Marine	Memphis	Stevens, Jack	Linden
Rubenstein, Harry	Memphis	Stevenson, Martha J.	Memphis
Russell, Ann E.	Bolivar	Stoker, Bessie	Winona, Miss.
Russell, Mrs. Arthur	Marion, Ark.	Stone, Ruby	Prairie, Miss.
Russell, Vadine M.	Memphis	Story, Julia G.	Memphis
		Stout, Estelle	Memphis
Sale, Laura S.	Covington	Strickland, Lochie B.	Clifton
Sale, Lola H.	Covington	Stricklin, Willie B.	Memphis
Samuels, Janice E.	Memphis	Sullivan, Mary	Memphis
Samuels, Mrs. Winnie H.	Memphis		
Sanders, Irwin T.	Memphis	Tate, Bonnie L.	Drummonds
Satterfield, Marvin M.	Memphis	Taylor, Marie	Somerville
Schaeffer, Ben	Memphis	Taylor, Naomi	Finley
Schlesinger, Abe L.	Memphis	Taylor, Thomas V.	Huron
Schultze, Louise	Memphis	Teague, Austin T.	Selmer
Schoolfield, Dorothy	Memphis	Teague, B. F.	Rossville
Scrivener, Ethel	Memphis	Teague, Inell	Rossville
Scruggs, Mrs. Pearl	Germantown	Thomas, Edna W.	Cordova
Sealand, Burt D.	Saulsbury	Thomas, M. Elizabeth	Collierville
Sedberry, Sue F.	Bruceston	Thomas, Freddie M.	Rossville
Seymour, Christine	Whiteville	Thomas, Nellie L.	Rossville
Shannon, Oscar	Pocahontas	Thomason, Martha J.	Memphis
Shaver, Lillian A.	Denver	Thompson, Pearl I.	Memphis
Shelsky, Max	Memphis	Thompson, Rufus R.	Trenton
Shelton, Kathryn C.	Mason	Thornell, Mattie B.	Memphis
Shelton, Mrs. Lois	Brunswick	Threlkeld, Mable G.	Memphis
Shendelman, George	Memphis	Tomlinson, Hortense T.	Memphis
Shepardson, Lavinia	Memphis	Towry, Virginia	Taft
Shoffner, Sarajohn	Trimble	Turley, Jean I.	Memphis
Simmons, D. Winton	Memphis	Turner, Lester	Memphis
Simmons, Laura G.	Saltillo	Tuten, Hafford	Bath Springs
Simonton, Anna	Covington		
Simpson, Mrs. Katie	Memphis	Uzzelle, Mrs. Ann S.	Memphis
Simpson, Louise	Memphis		
Sisco, Paul H.	Memphis	Vaughan, Dora	Memphis
Skinner, Louise C.	Forest Hill	Vawter, Ellen	Memphis
Slaughter, Beatrice	Memphis	Vick, Elise	Collierville
Sloan, Eulalie	Memphis	Vreeland, Mrs. May S.	Raleigh
Sloan, Marie	Burlison		
Smallen, Willis L.	Memphis	Waddell, Juanita	Memphis
Smith, Herbert E.	Memphis	Walters, Essie	Springville
Smith, James H.	Memphis	Walton, Mrs. Lucile G.	Memphis
Smith, J. Madison	Decaturville	Watts, Gladys K.	Turrell, Ark.
Smith, Lucy	Bolivar	Weatherby, Virginia	Memphis
Smith, Mary V.	Covington	Welch, Alice	Memphis
Smith, Mrs. Ruby D.	Savannah	Webb, Nora	Memphis
Snipes, Edna R.	Memphis	Wells, Lilian J.	Memphis
Sowell, Julia	Olive Branch, Miss.	Whitaker, Mrs. M.	Memphis
Speck, Marye	Memphis	White, Martha B.	Brownsville
Spence, Emal	Decaturville	White, Robert E.	Reagan
Spence, Mary E.	Halls	Whitemore, Mary L.	Memphis
		Wilbourne, Clara E.	Oakland

Wilbourne, Mae Oakland
 Wilkinson, Edith L. Corinth, Miss.
 Wilkinson, Pattie Eads
 Williams, Ann C. Lucy
 Williams, Bonnye R. Kenton
 Williams, Eliz. M. Memphis
 Williams, Frances E. Kenton
 Williams, Margaret L. Memphis
 Wilson, Alvadele Memphis
 Wilson, Fanny B. Millington
 Wilson, Mary L. Memphis
 Wilson, Raymond G. Union City
 Winfrey, Eliz. K. Somerville
 Witt, Mary Humboldt
 Wittenborg, Ida I. Memphis

Wood, Eugene H. Millington
 Woodard, Eva W. Memphis
 Woods, Mary C. Memphis
 Woods, William Whiteville
 Wortham, Juanita Memphis
 Wright, Ray Memphis
 Wyatt, Lillian F. Bruceton
 Wyatt, Wanda F. Halls
 Wyckoff, Vivienne B. Memphis
 Yarbrough, Ellen J. Memphis
 Yergin, Harry Memphis
 Young, Julia F. Memphis
 Young, Leila S. Memphis
 Young, Maizie M. Bemis

SPECIALS

Barr, Mrs. Audrey Selmer
 Bates, Mrs. Adele Memphis
 Boggs, Chastine Memphis
 Boyd, Mary Ann Memphis
 Bradshaw, Martha E. Memphis
 Crowder, Susie Ripley
 Gray, Louise Brighton
 Griffin, Sunshine A. Gates
 Hall, Florence Memphis
 Hammet, Newton T. Memphis
 Herring, Mattie E. Memphis
 Harrell, Rubie Lee Decaturville
 Hudson, Joe H. Camden
 Humphries, William Memphis
 Jacobs, Woodrow W. Friendship
 Jennings, John E. Ripley
 Johnson, Hensley S. Memphis
 Johnson, John F. Memphis
 Langley, Arlene Ripley
 Mayfield, Mrs. Laura B. Memphis
 Mayfield, Lee K. Memphis
 Morris, Willie S. Collierville
 MusKelley, Metra P. Memphis
 Nolen, Bernece Memphis
 Odom, Rupert A. Lenox
 Orr, R. E. Puryear

Owen, Lillian V. Raleigh
 Pearson, Lois W. Memphis
 Pinion, Jack Caruthersville
 Rosenkranz, Cora T. Memphis
 Ross, Opal M. Adamsville
 Rushing, Betty L. Michie
 Schwam, Charles H. Bartlett
 Shaffer, Ella M. Memphis
 Simpkins, Bertha Corinth, Miss.
 Spence, Maurine Newbern
 Spotts, Sue Memphis
 Stanfill, Bailey Memphis
 Sutton, Charley Trenton
 Taylor, Mrs. Ann Memphis
 Thompson, James T. Memphis
 Thompson, Mattie B. Memphis
 Wahl, Doris Memphis
 Walker, Margaret Memphis
 Weatherall, Frances Memphis
 Whitehurst, Rebecca Memphis
 Whitlow, Glenn H. Savannah
 Wilkinson, Barbora Bartlett
 Wilson, Willie L. Mercer
 Woods, Thomas C. Union City
 Woolley, Clifton Memphis
 Wright, Mrs. A. W. Memphis

SUMMARY OF ENROLLMENT

COLLEGE

Enrollment, Summer Quarter, 1933	578
Enrollment, Fall, Winter, Spring Quarters, 1933-1934	1123
Total Enrollment	1701
Counted Twice	156
Net Enrollment, College	1545

TRAINING SCHOOL

Enrollment, 1933-1934	557
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